

# THE CLEARING HOUSE

A journal for progressive junior- and  
senior-high-school people

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## EDITORIAL

The satisfaction that comes to one who is entering upon the "last lap" depends on several factors, chief of which is the relative position in which one finds himself. This applies in particular to the athlete who is coming down the final stretch of the cinder path. Whether or not he can break the tape ahead of all his competing rivals is uppermost in his mind as well as in the minds of all the spectators. If he is successful it will be said of him that he trained faithfully and consequently was deserving of victory. If he fails, his critics may accuse him of improper training, poor form, or lack of experience in close competition. In fact, they will not spare any effort in denouncing him in order to justify the failure.

The above illustration, though it may ap-

pear crude to the casual reader, has a parallel in the experience of school administrators, especially as they approach the end of the school year. No doubt it can be said of many of these that "they also ran."

The school year is often begun in an auspicious manner. Pupils and teachers anxiously await its opening. When the school has been in session for a few weeks and all routine matters relating to the opening have been completed, they are prepared for the introduction to the social organization of the school. In some schools they will find an organized plan which is imposed upon them. In others they will find a principal and teachers whose philosophy is based upon a democratic ideal of coöperation and pupil initiative. This statement does not im-

### Junior-Senior High School Clearing House Schedule of Numbers for Vol. VI 1931-1932

September—Opening Number

"Getting Under Way"

PHILIP W. L. COX, *Chairman*

October—Fall Number

"Solving Our Problems"

FORREST E. LONG, *Chairman*

November—Thanksgiving Number

"Improving Winter Opportunities"

EARL R. GABLER, *Chairman*

December—Christmas Number

"Safeguarding Educational Momentum"

ARTHUR D. WHITMAN, *Chairman*

May—Vacation Number "The End of the Cruise"

EDWIN MILLER, *Chairman*

January—New Year Number

"Surveys and Innovations"

JOSEPH ROEMER, *Chairman*

February—Winter Number

"Evaluating Our Progress"

PAUL S. LOMAX, *Chairman*

March—Spring Number

"Entering the Last Lap"

PAUL S. MILLER, *Chairman*

April—Conference Number

"Needs and Opportunities"

GALEN JONES, *Chairman*

ply that the former method has always resulted in failure or that the latter has always been successful. There may be some merit in both of these methods within certain limits.

The praiseworthy desire to organize the school so that it resembles an "embryonic typical community" is the ambition of many school administrators. They believe that a complete education is fully realized only when each individual has a responsible share in shaping the aims and policies of the social group to which he belongs. This responsibility, however, must be delegated in proportion to the individual's capacity.

Every principal who would expect satisfactory outcomes of his administration realizes that each administrative unit demands careful supervision on his part or that of his representatives.

Setting up the machinery of any school procedure does not guarantee that it will function effectively for the entire year or for any part of it. The individual who awaits the end of the school year to determine the results of his policies may find to his surprise that they have been a failure. Such a result would be a severe blow to his professional standing as it relates to the entire school community.

No doubt there are administrators "entering the last lap" who have made no attempt to determine the effectiveness of their administration. This action on their part may be due to inexperience on one hand or implicit faith in their administrative abilities on the other.

At this point it may be pertinent to suggest a few of the problems to which a principal should give some consideration before he makes definite proposals or plans for the ensuing year.

*I. Equipment and Supplies.* (1) Does the office contain all the material that is necessary for the proper functioning of a business organization? (2) Are the official records of pupils systematically arranged

for convenient reference? (3) Is the method of ordering, distributing, and accounting for all supplies satisfactory and efficient?

*II. Office Routine.* (1) To what extent has office routine interfered with my larger and more important duties? (2) Have I delegated general administrative duties to an assistant?

*III. Community Coöperation.* (1) What relationship has my school with the community? (2) In what measure has the good influence of the school been extended to the homes of the pupils? (3) What connections have been made with local civic organizations?

*IV. Administration of the School.* (1) Is the school controlled exclusively by the principal? (2) Does the administration provide for pupil and teacher participation? (3) Are definite plans and policies formulated in advance or made when the situation arises?

*V. The Pupil-Activity Program.* (1) What per cent of the total enrollment participates in student activities? (2) Is adequate provision made for a variety of interests? (3) Has a careful analysis been made of the value of the activities?

The above is but a partial list of the problems which demand a careful study on the part of the administrative officer.

The remaining months of the current school year also present a series of problems which are a challenge to many principals. Some of these are:

1. What type of graduation program shall be sponsored? Shall it be a formal, stilted, and tawdry affair, or shall it be made an important educational event?

2. What steps can be taken in order to relieve the mental and financial strain in connection with the publication of the year-book?

3. How can adjustment of pupil failures be effected so as to assure proper promotion?

4. By what means can the talents of the

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teaching force be employed to the best advantage?

5. In the light of present conditions and tendencies, what revision if any, shall be made in the program of studies?

6. How shall the faculty be organized so as to assist effectively in the organization of the school for the ensuing year?

7. What is the best method of inducting the incoming class on the opening day of school?

The above list, like that preceding it, is

merely suggestive of a few of the problems.

From the viewpoint of education, the school is a flexible and dynamic organization. As such, its methods of administration must be continuously evaluated in terms of satisfactory results. Nor is this all-sufficient. One must look into the future. It is true that no one can foretell, but one should know enough about the probable outcomes and effects of present tendencies to predict what the problems of the future are likely to be.

P. S. M.

## HOME STUDY AND HOME LIFE

H. H. RYAN

EDITOR'S NOTE: Dr. Ryan of the Wisconsin High School has a way of making his ideas "take." If his prescription does not agree with you, write us about it. He predicts that "we shall find a way to do all our work in the school day."

F. E. L.

THE typical secondary-school teacher plans his work with the understanding that his labors with the class during school hours will be supplemented by the pupils with a period of independent study. Between 9.02 and 9.58 a.m. on Tuesday the adolescent is made acquainted with a technique y-clept "The Hindu Formula," by means of which it is said to be possible to improve the visibility of quadratic equations and to compel them at length to deliver up that perennial Holy Grail of the exact sciences, the Value of Ecks. At 9.58 he takes leave of his instructor with a common-law agreement that within twenty-four hours he will present documentary evidence of his struggles with eleven selected quadratics and of the nature of their response to this Oriental treatment. If he fails to discharge this responsibility, we conclude that he is lazy or that his I.Q. is in the liability column or that his mathematical aptitude has not hatched out or, most probably, that his father has forgotten his algebra.

We have a number of reasons for this arrangement. Some believe that such inde-

pendent exercise increases the horsepower of the central nervous system and injects laundry starch into the vertebral axis. Others feel that only by this type of independent application can the pupil show that he has mastered the principle. Then there is the indubitable fact that if the pupil can do some of the mathematical chores at home he will thus make it possible for the class to progress that much more rapidly and hence to complete the standard amount of subject matter by the end of the term.

Homework got into school affairs at a time when school life, home life, and community life were quite different from those with which we are familiar. The time and circumstances of the initiation of this practice will not suffice to condemn it; but they do justify the raising of the question of its appropriateness to this day and age. A comparison of the experiences of the adolescent of today with those of two generations ago throws some light on the question.

To begin with, we have long since ceased to credit the lion's share of the educational



profits to the classroom and the textbook. One by one, other types of activity have crept apologetically into the program. The secondary schools accepted them first in self-defense—to forestall the embarrassments of possible maladministration in athletic sports and similar activities which schoolboys had initiated without official sanction. Before the attitude of the schools towards these pursuits had progressed from toleration to paternalism, it was not uncommon for the high-school football team to be literally representative of the population of the whole town; nominally made up of pupils, it often included also both kinds of alumni—the baccalaureate and the adopted. Perhaps this phase of the history of inter-institutional competition furnishes one explanation of the proprietary attitude which these two types of alumni now take towards intercollegiate athletics. On trips to neighboring towns the pool-hall alumni sometimes chose to celebrate defeat or victory in a manner consistent with their own ideals, coming to rest finally in the local bastille. While the school superintendent could rightfully claim that the mess was not of his making, the home chapter of the W.C.T.U. did not always choose to view it in that light. Thus the administrative officers came to see that cleaning up after the team was actually more trouble than regulating it; and thus the present situation had its beginning.

Today, at any rate, we find an unmistakable emphasis upon extracurricular activities in the secondary school. The school administrator is nothing if not an opportunist; he has much practice in making the best of unwelcome situations. Undoubtedly the first man to show the world how to make a fur coat out of the wolf which had come to the door for other purposes was a high-school principal. It was originally this spirit which prompted the school authorities to capitalize the possibilities of these new activities. The fascination which the activities held for pu-

pils, the remarkable prodigality with which pupils put energy into them, and the pleasure which the parents showed at public performances and contests were soon turned to educational account.

As a consequence, the school day does not terminate, for the typical pupil, with the last class of the schedule. There are interscholastic and intramural sports, debates and other forensic contests, clubs, publications, plays, student councils, financial enterprises, etc.—activities which are essentially laboratory applications of much that is taught in the classroom. Debate, if well managed, is a highly motivated exercise which brings about purposeful attention to important facts of human life and to the use of English as a means of conveying meaning and communicating emotional attitudes. The heroism of interscholastic athletics incites both boys and girls to a form of imitation, and leads them to accept with enthusiasm the rigors and self-denials of the physical-education program. Most of these affairs pay for themselves over and over. But—and here is the point at which the last few paragraphs impinge upon the subject of this paper—all of these things take time. It follows, therefore, that the assignment of lessons must take into consideration these other demands upon the pupil's day. It is clear that the opportunities for regular discharge of homework obligations have been perceptibly diminished by the development of other forms of school activity.

If we could look into the home of the high-school pupil at the time of the Spanish-American War we should be impressed with its recreational barrenness. The small library was made up largely of books for adults, many of them ornate sets intended for display and not to be opened with sticky hands. *The Youth's Companion* and the *Christian Union* came on Thursday but were put away for Sunday. The Estey organ in the parlor afforded some entertainment if one didn't



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mind the funny wheeze which escaped when a certain B flat key was depressed. There was the stereoscope, with the pictures of Westminster Abbey and the Leaning Tower of Pisa. Taken all around, there wasn't much to beguile the adolescent away from academic duty, to broaden his horizon, or to further his education in any way. For an evening's diversion, the machinations of the ubiquitous Julius Caesar were no worse, from any point of view, than the other things which might occupy the time.

Today's picture is quite different. We have a wealth of inexpensive reading matter, much of it designed for youthful minds. We have the automobile, the telephone, the radio, the phonograph—an endless chain of contrivances whose effect is a never broken contact with an active and interesting humanity. The radio programs are a chaotic and nondescript jumble, but when one has learned to find his way about among the toothpaste advertisements and the "putrid-story" hours he can hear the voices of prominent people, the authoritative opinions of experts, descriptions of interesting places, persons, and things, health hints, dramatizations of approved fiction and of historical events, and descriptions of current happenings. Many of the occurrences which come to us alive by radio today will be set down in cold type in textbooks for the youngsters of the next generation to pore over. The pulsating society of today becomes the dry bones of the next age. We pedagogues should be able to sense the significance of live material and should encourage children to devote thought to it; too often it does not arrest our attention until it has taken on the odor of the tomb.

Our second contention then is that the status of homework is affected by the multiplication of opportunities for keeping in constant touch with what is going on in the world. The evening is no longer a period of isolation; the child is no longer a shut-in;

the pupil is less and less inclined to devote himself to school tasks in the evening; and there is less and less evidence that that is what he should do.

Two generations ago the thrifty man rose at dawn, or shortly thereafter, ate a breakfast of generous proportions, and strove until noon. Then he ate the big meal of the day, and labored again until sundown. The evening was a transition period, an unimportant interval between a light supper and an early bedtime. When electric lights first came into our lives the current was customarily turned on at the power house at sundown and turned off when the curfew rang. The intervening years have seen an impressive retrogression of the peak of daily activity. Breakfast and lunch are now mere gestures to stave off famine until six p.m., when the one real meal is eaten by way of taking on adequate nourishment for the real activity of the day. People in all walks of life are abroad until after midnight, seeking social communion, commercial entertainment, and recreation of all sorts.

The pedagogical significance of all this is that just as father and mother are preening themselves for the bright spot of the twenty-four hours, we ask Sis and Junior to retire to the dungeon, forget the bright lights and the music, and strive for an appreciation of the privations endured by the Pilgrim fathers. The older the child, the greater the strain upon affection and confidence. For any one, man or child, the nervous readjustment required for taking up again the task laid down is considerable.

One hesitates to guess where we are going in this whole matter. Two factors are chiefly instrumental in holding us to our present course: one is the standard content of the high-school subjects, which for most pupils is supposedly impossible without home study; the other is the desire of a large number of parents to have their children held to tasks which will necessitate

their staying at home and working in the evening. On the other hand there is no doubt that many parents resent what seems to them the school's tendency to tyrannize over the pupil's time. Now and then a father complains that homework makes it impossible for the family to read together in the evening. Occasionally a parent objects to the constant supervision which he has to maintain to compel the child to do his assignments.

As to the indispensability of the homework from the point of view of the teacher the writer has serious doubts. The University of Chicago High School has found it possible to eliminate the homework requirement, at the same time conducting its pupils through the six-year secondary-school curriculum in five years' time, and starting some of its graduates into their college work with a year of advanced standing in certain subjects. Some of the elements of our job, once considered essential to the undertaking, have been discovered to be superfluous.

The teacher of physics, for instance, once contended that he could not handle his subject properly without two double-period laboratory sessions per week. He was assiduously attempting a faithful imitation of the course in physics which his college professor had taught him. All the ringstands, beakers, pulleys, Wheatstone bridges, wet batteries, and whatnot which the professor had put before him were duplicated in the high-school laboratory, and the college techniques were followed carefully. Then the ingrate of a professor turned around and made a public statement to the effect that he would rather have his students come to him with no experience whatever in high-school physics. This opened the high-school man's eyes, and he has since done some judicious eliminating and adapting, with the result that he gets more real laboratory experience into a clock hour than he formerly got into the ninety minutes.

We have been guilty of one piece of sharp

practice and bad faith. In seeking a change from the old forty-five-minute period, we said to the world that in a clock hour we could not only carry on the class exercise as before, but could greatly aid the pupil in solving his study problem by devoting the added fifteen minutes to directed study. The declaration was that the amount of home study would be reduced accordingly. But the testimony is that where the school has changed to the clock-hour period, the whole hour is commonly used as the forty minutes used to be, and a proportionately greater home assignment is made!

The chances are that when television has progressed to the point where distant events can be reproduced on the wall of the home, and when more parents want the society of their children in the evening, we shall find a way to do all of our work in the school day. A careful definition of objectives, the scientific determination of the effectiveness of our various procedures, and the development of better literary tastes and greater intellectual curiosity among the pupils will minimize the value of the home assignment.

On the other hand, if the time should come when the pupils generally did nothing of a scholastic nature at home, we should have to acknowledge abject failure. We shall have to accept, as a test of the effectiveness of our teaching, the attitude of the pupils towards the kind of commodity in which we deal. If we accomplish what we should, pupils will voluntarily continue many of their school activities at home. Reading and elementary experimentation in science, the use of good literature, the study of civic problems, the study of one's own health, and the search for beauty in music, art, and nature are among the pursuits which may well begin in the school but which should go on after the pupil is free to do as he likes. When the assigned homework shall have given way to voluntary activities favorable to self-development, the problem may be considered solved.

## JUNIOR-HIGH-SCHOOL EDUCATION AND THE EIGHTH ANNUAL JUNIOR-HIGH-SCHOOL CONFERENCE

EARL R. GABLER

*EDITOR'S NOTE: Dr. Gabler, who is one of the editors of THE CLEARING HOUSE, is assistant professor in the department of secondary education of the School of Education, New York University. In addition to numerous other duties, he has been in charge of the Junior-High-School Conference for two years.*

P. S. M.

### THE FORCE OF CUSTOM

**H**O THERE! Don't kill those ants: So sang out the Indian Prince from his improvised throne beside the threshing machine. This incident happened at the demonstration of this improved method of separating the grain from the chaff. The sheaves of wheat were covered with millions of sacred white ants. Under the old method of threshing, the ants had an opportunity to save themselves, while under the new method they did not. It is hard for us to break with the past. Sometimes we are kept from progress by irrational and blind conformance. The number of worn-out practices existing in our present educational set-up are many. Nevertheless, many communities are gradually freeing themselves of these educational white ants. A considerable change has been brought about in our educational practices, particularly in our common school education, through the development of the junior high school.

The junior high school tries to care for the whole child. It has tried to set the stage for the harmonious development of all the powers of the individual. It has made it possible for boys and girls to learn under the success stimulus, to feel the urge of a life-career motive, and to engage in coöperative effort with others in the performance of worth-while tasks. The junior high school supplements the academic training by providing pupil participation in clubs, assembly programs, homeroom activities, school government, and even in the direction of the learning in the so-called regular classwork. In the final analysis the junior high school attempts to provide an environment of coöperative living where each individual will have an oppor-

tunity for full development. This briefly is the ideal towards which the work of the junior high school points. Many of our present junior high schools are working towards this ideal, yet do as much as they will, the social lag is a deterring factor to progress, and the school needs the help of all agencies in meeting its problems. The Junior-High-School Conference is an important factor in helping the progress of the junior high school. It has derived its inspiration and direction of effort from the meaning of the junior high school.

### THE JUNIOR HIGH SCHOOL CONFERENCE

The Junior-High-School Conference is unique among educational conferences. It is symbolic of the spirit underlying the junior high school itself. A distinctly coöperative enterprise initiated eight years ago by Professor Philip W. L. Cox, Edward J. Sweeney, principal of the Bayonne Junior High School, and other kindred spirits, it occupies a leading place among conferences of its kind. The control is vested in a conference committee of some thirty-four members who give practical direction to the work of the conference. These members are representative of the various points of view that must be considered before a well-rounded treatment of junior-high-school education can be had. These men give unstintingly of their time and counsel. The same may be said of the chairmen of the various round-table programs. The effort of every one is even more impressive when one considers that many individuals who appear on the conferences pay their own expenses. It shows that there is a felt need for such a clearing house of junior-high-school problems.



The history of the conferences attest to their popularity and value. Starting out in April of 1925, there has been a remarkable growth. With seven round tables and thirty speakers in 1925 the conference has expanded to include thirty-one round tables and approximately one hundred and thirty speakers for 1932. A glance at the distribution of the speakers on the 1932 program at the present writing reveals a fairly even representation from the States close to New York City. Twenty-eight per cent of the speakers are from New York State with eighteen per cent from upstate New York and thirteen per cent from downstate New York. New York City schools are next in order of number, furnishing seventeen per cent of the speakers. Then comes New Jersey with thirteen per cent, Pennsylvania and Connecticut each with ten per cent, New York University with nine per cent, Rhode Island and New York City outside the schools each with five per cent, and Massachusetts and other States with three per cent. Representatives from institutions of higher learning were counted in the above percentages. These data give one an idea regarding the extent of the conference.

The Conference met this year on March 18 and 19. Indications point towards the largest attendance in the history of the Conferences. Last year's attendance at general sessions and round tables amounted to 3,000. We prepared for 4,000 this year. Our program promises commensurate increase in the value of the conference. The central theme, "The New Age Challenges Teaching Methods," reflects a forward-looking con-

ception of education. It has drawn much favorable comment. The thirty-one round-table topics carry out the idea contained in the central theme. Some of the round-table topics are as follows: Economic Well-being and Contemporary American Life, Pupil Guidance Through the New Age, How Can Faculty Meetings Influence Pedagogical Adventures, Methods in Homemaking and Evolving Family Life.

The program reveals some very excellent talent. Professor P. W. L. Cox of New York University spoke at the Friday evening general session, taking for his topic, "Drift, Mastery, and the *Zeitgeist*." W. N. Bristow, deputy superintendent, Department of Public Instruction, Pennsylvania, presided at this evening session.

At the Saturday morning general session, Dr. Eugene A. Colligan, associate superintendent of schools, New York City, discussed "School Organization for the New Age," and Worcester Warren, superintendent of schools, Bridgeport, Connecticut, discussed "Why the Teacher." Dr. G. B. Rose, principal, Glenfield School, Montclair, and president of the New Jersey Junior High School Teachers Association, was the presiding officer.

Some of the high points of the eighth annual Conference will reach our readers through the pages of this magazine. If you are not on our mailing list and wish to receive next year's program, please write Dr. E. R. Gabler, conference chairman, New York University, Washington Square East, New York, N.Y. All sessions are open free of all charges to every one.

## DRAMATICS IN A SENIOR HIGH SCHOOL

JULIA E. GETTEMY

**EDITOR'S NOTE:** *A few of our progressive high schools are attempting to meet the objectives of secondary education. The author, who is in charge of dramatics in a large urban high school, believes that dramatics should be taught not only as a cultural subject, but also as a means of providing worthy use of leisure time. Miss Gettemy is at Northwestern High School, Detroit, Michigan.*

P. S. M.

**T**IME was, and not so many years ago, when among our Puritanic forbears the drama, and everything pertaining thereto, was looked upon as coming straight from the center of all evil. Time is when the study of plays and the participation in plays is regarded as a pleasurable and legitimate expression of desires common to all.

The love of play-acting lies deep in the human heart. Children delight to play "teacher," "policeman"—to be some one else. When the child grows up he no longer plays he is the fireman or the minister, but the urge, the longing to act, is there, nevertheless.

Years ago dialogues were used on "last days" at school. Within the last twenty years many schools have ventured far enough into the field of dramatics to give a play once a year, usually at commencement time. It was generally coached by a teacher who had taken part in college dramatics but who knew nothing of choosing a play or cast or of directing one.

Two factors enter into a change in attitude towards the play in school life. As the child has been studied in modern progressive education it has been deemed wise to follow up any line where the child furnishes the initiative and so the form of expression called acting has taken its place in the scheme of things.

Another factor is the recognition of the intelligent use of leisure as one of the objectives of modern education. The belief that any activity that broadens the mental horizon and looks forward to the profitable and enjoyable employment of leisure has a legitimate place in the school program has led to the organization of courses in dra-

matics in many schools. According to a survey made by Row, Peterson and Company of Evanston, Illinois, and published in "Langniappi," a little sheet dedicated to high-school dramatics, ten States, in the State course of study for high schools, now provide for courses in dramatics and give credit for the work. Some States were not heard from and others have no State course of study. In every State there seems to be much interest as shown by reports from individual cities and schools.

In most high schools dramatics still exist as extracurricular activities, but in many, especially the larger schools, regular courses have come into being. The courses differ very greatly as the subject is so new it has not been organized as have the English courses, for instance. The course in one school in the Middle West will be presented.

In this school of 3,500 pupils is offered a course that is labeled in the catalogue "Dramatics" but which might well be called "Drama Appreciation." The class is open to those who have had one semester of fundamentals in public speaking, meets five times a week, and carries five hours credit.

There are various lines of work carried on side by side—the reading of plays; oral reports on actors, living and dead; oral reports on producers and playwrights, English and American; written and oral reports on the history of the theater and on various phases of the theater; attending at least two professional plays; the reading of at least one entire book on the theater; and participation in several scenes and in one one-act play.

This category sounds rather confused but really works out very well. The first days in

class are devoted to exercises in pantomime and diction. Then each pupil is assigned a part in a short scene from Shakespeare. This gives good practice in diction. Phonograph records of Shakespearean scenes by great actors are used for illustration. Lists of actors are given the class so that they may become familiar with the names. Pictures of each are displayed so they may be recognized and each pupil is assigned an actor to follow through the term. At some time he will give a report on that actor and he can begin at once to collect material. The class is also encouraged to read the dramatic column in the city newspapers and in the New York papers and magazines and to keep clippings.

Monday is a day set apart each week for news of plays and actors. Clippings, pictures, and any other material found during the week are brought in by the class and discussed. Each student preserves the clippings and pictures he has found and later collects them in a scrapbook. It is surprising how fast the material accumulates. By the end of a semester each member of the class has a book full of clippings. The pupils take great interest in these scrapbooks and vie with each other in original ways of grouping their clippings and in organizing the book. A goodly number keep the book after leaving the class. The favorite way of keeping the clippings is week by week, but some arrange a section for actors, one for producers, one for new plays, etc. The interest of the maker determines the plan to a great degree, but each must have accounts of the plays given in the city during the semester and of the outstanding New York productions.

The oral reports on actors are also given on Monday, perhaps two or three each week. While these reports are being given the class takes notes, so all get the information. This is necessary since information about actors and stage doings is not found

in books to any large extent. It must be picked up here and there.

On each Monday for twelve weeks the outline of a play read is handed in by each pupil. During the semester ten one-act plays are read, one long modern play, and one Shakespearean. The object in reading the one-act plays is to familiarize the pupil with books of one-act plays. Probably each play will be in a different book. While he has the book he will look at a number besides the one he reads. There is such a demand for plays to be produced in churches and clubs that this knowledge of one-act plays and where to find them is very useful to many persons.

Later in the semester, when most of the actors have been covered, the reports are on the history of the theater, producers, and various other material pertinent to the theater. Each week two members of the class have charge of a bulletin board. They are advance agents, as it were, for their business is to keep posted news of future events, with pictures, posters, and clippings.

By the last month of the term enough information has been gained to make interesting such books on the theater as *How to See a Play*, *Choosing a Play*, *Acting and Producing*, *The Art of Pantomime*, *The Art of Make-up*, and books on actors such as *Footlights and Spotlights* by Otis Skinner, *Up the Years from Bloomsbury* by George Arliss, and *The Splendid Gypsy* by Peggy Wood. Each member reads an entire book and on the last Mondays he endeavors to give the most important things in his book to the class, who, of course, take notes.

All these things are accomplished on Mondays. The other four days are given over to actual practice in acting.

Each pupil is cast in a scene with others. He copies his part and preserves it. If he is energetic he copies the entire scene so that he knows what the others are to say. The group has one reading on the floor when the



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position and movements are indicated. The next time, they come in with lines learned. To each scene is assigned a prompter. Whenever a certain scene is called the prompter gets the book and sits near the players, even after they know their lines perfectly. When the scene has been thoroughly learned and vitalized, other English classes are invited in to see it and are given programs. A few essential properties are used but no attempt is made at costume or setting.

We have a room with movable seats so that there is some space available and with a table or two, a few chairs, a telephone, and a lot of imagination, scenes can be acted with considerable effect.

As soon as the little scenes are presented, each member is cast in a one-act play. The procedure as to prompter, setting out the play, and so on is the same. The only difference is that here a definite assignment of pages to be memorized is made for each time the play comes on. In a class of twenty-four from six to eight plays will be running at the same time. Each gets on the floor perhaps twice a week. Between times the casts get together and practise out of class, if they are interested.

As soon as a play is learned, it does not come on in class again. A few outside rehearsals are given it in the auditorium when it is ready for a dress rehearsal and production. These short plays are given for special meetings of clubs, assemblies, parties, and other various occasions where entertainment is wanted. When the play is put on the stage, setting, costumes, lights, and make-up are provided. It is a real "show" and the boys and girls get a real thrill out of the performance. There is a good deal of rivalry between the casts. The first ones ready are the first to come on for performance. If a slow or lazy fellow doesn't learn his lines and holds up the whole cast, his play may not get a performance; very often, there-

fore, the other members of the cast bring a good deal of pressure to bear on a dilatory member.

This in general constitutes the course, except for the reports on professional plays. During the semester, as plays come along different pupils go to each one and they are eager to tell the others what they have seen. A written report on plays seen is also handed in.

It might very well be asked why such a course should be given in high school.

One of the seven objectives of modern education is worthy use of leisure. Our students live in a big city. Why not open to them a very important source of pleasure and profit? They are going to see plays. Why not train them to some discrimination in the theater?

It is amazing to find how many boys and girls of high-school age there are who have never heard a spoken play. Their whole knowledge of the portrayal of life is by the movie. The book of the spoken word is closed to them unless some means is taken to open it.

What do the pupils get from this course?

They learn how to read the dramatic column and add it to the funnies and the sporting page as one more interest in the newspaper.

They learn to know a great many plays and about a great many actors and playwrights. They have a much greater enjoyment in the plays they do see on the stage.

In the practice in acting they learn to work with others and to coöperate as they learn it in no other way. They find out that to bring an enterprise to a successful conclusion each must hold up his part and keep the balance of the whole. No one actor, not even a star, can make a play, but the most insignificant sub, who only walks across the stage, can wreck it if he is out of harmony.

The lessons in responsibility for properties, for promptness at rehearsals, for good

# JUNIOR-SENIOR HIGH SCHOOL CLEARING HOUSE

nature and patience at rehearsals as a part of the game are invaluable.

The new interest in the spoken word, which is very marked, and the rapid improvement in enunciation, pronunciation, and diction are carried over into other fields.

A surprising by-product is the increase in conversational ability. Young people have trouble in adjusting themselves to new people and situations and what they know of the theater seems to give them something to talk about.

But perhaps the greatest result of all from dramatics is the pleasure that the young people derive. The bright eyes and smiling faces, as they eagerly participate in any phase of dramatics, show their keen pleasure in it.

What the pupils themselves think about the course is interesting.

"Plays have doubled in their interest for me. They are now as fascinating to me as fiction"—Girl

"A whole new field of interest has been opened up to me. I now read the dramatic news and plays and gain much pleasure and profit from them. I feel that I shall always keep this interest"—Boy

"It was entirely by accident that I took dramatics, an accident to which I am everlastingly grateful, for it has brought to me a human interest in the theater and actors; it has made me read and enjoy modern plays and the dramatic columns of the newspaper. Best of all it has fitted me to converse intelligently in things connected with the theater. I never knew what to talk about with strangers before"—Girl

"I see so much more when I go to the theater. I notice scenery, costumes, make-up, diction, and posture"—Girl

"I appreciate the work of the actors and know the hours of work and toil for one performance"—Girl

"I have learned to like Shakespeare's plays. They were dry stuff to me before"—Boy

"Since I live in a city, I am glad I have learned how to see plays. I can now read Shakespeare too"—Boy

"Helps me in conversation. To be able to carry one's end of the conversation is an invaluable asset socially"—Boy

"The plays have made me study diction, pronunciation, enunciation, and correct usage because I wanted to, and I learned faster"—Girl

"The course created an interest in language, plays, and the theater that I am sure will last always"—Girl

"Studying characters in plays makes me want to study human nature outside of plays"—Boy

"Dramatics has helped me in conversation. I now like Shakespeare's plays. I didn't think I ever would"—Boy

Until very recently it was difficult to secure plays suitable for school use, either one act or longer. Many playwrights refused to permit the printing of their plays. But the attitude seems to have changed and dramatic publishers have been alert to the demand so that today practically every play that is written is available. A great deal has been done, too, to create a conscience regarding royalties, so that playwrights, realizing that the public reached by the plays are thus multiplied many times, are allowing them to be published. If sometimes there is a lapse of conscience and a play is produced without the royalty being paid, the many times when it is paid more than make up for the slips.

The publishers, too, have assisted greatly by publishing books of one-act plays available for schools. There must be fully fifty volumes on the market now.

The colleges have also assisted in this matter by offering courses in play producing thereby allowing students to go out better qualified to assist in such work and with better taste in the selection of plays.

Quite apart from the course in dramatics for credit are several big extracurricular

## DRAMATICS IN A SENIOR HIGH SCHOOL

dramatic events that occur each year. In this school two full-evening plays are produced each year. They are given towards the end of each semester and, while they are not the old-fashioned "senior play," they are often given as a gracious gesture in honor of, or in courtesy to, the graduating class.

For these plays tryouts are held where any who desire to do so may present himself. Sometimes as many as eighty or a hundred aspirants for thespian honors appear. At the first tryout each is asked to walk across the floor and give a few lines from memory. This gives the director a chance to judge the bearing, personality, and voice of each candidate. For the next tryout about fifty are called back and asked to give something in dialogue, either alone or with a partner. So keen is the competition that whole scenes are often worked up for this. This tryout gives the director an opportunity to judge the acting ability to a certain extent. Next, the play is announced. Certain lines for each part are posted and suggestions made as to which persons should try for each part. About twice as many persons as the number of parts in the play are called back this time. After this tryout it is quite evident who the best actors are and it is a question of fitting them into the parts. There is another good point in regard to this rather elaborate tryout system. The candidates, as well as the director, know by this time who the best actors are and there is less jealousy and less feeling that favoritism is shown. It also brings hidden talent to light. Occasionally some one who has had unusual opportunities in the spoken word but no courses in speech work gets in the cast, but in general all the members finally chosen have had at least one

and, more often, two or three courses in speech work. This puts people into plays on merit, not on popularity.

With a good play and a good cast the battle of producing a successful play is half won. A matter of from thirty to thirty-five two-hour and two dress rehearsals and you have a good play—but how to direct and produce the play is a different story.

No mention has been made up to this point of the stagecraft end of dramatics. Since this article primarily concerns the dramatic activity in a certain school, the omission is due to the fact that in that school there is a clear-cut division between the spoken and the scenic sides of the play. The art department offers courses in stagecraft, scene designing, and stage lighting. When a play is presented, the scenic end of it is taken care of by that department. It makes an excellent arrangement when it comes to a big production. Two entirely different sets of people are involved, much as in the professional theater. This arrangement would not be possible in many schools but, where it is, it is highly advisable. The stage work will be better done by artists and the dramatic work will be better done by the speech department than if either were trying to do both.

Since dramatics afford pleasure and profit to those participating and those witnessing and since it provides worthy use of leisure in school years and later, it is a flourishing young subject that has sprung up in the high-school curriculum and seems destined to stay. To quote Paul Green, "Some day we shall have a native American theater—a theater as expressive of the youth and strength of this country as are our skyscrapers, banks, gang-wars, railroads, air leviathans, industries, and machines."



## TEACHER PARTICIPATION IN SECONDARY-SCHOOL ADMINISTRATION

EFFIE H. MAXEY

EDITOR'S NOTE: *Coöperative enterprises in the administration of a school are now recognized as vital factors in the school program. The author, who is connected with the high school at East St. Louis, Illinois, gives a detailed account of such a practice in an actual situation.*

P. S. M.

THE question for discussion in this article is not "Shall teachers participate in school administration?" That question has long since been answered by State statutes and local school boards. Very recently books,<sup>1</sup> or chapters in them,<sup>2</sup> as well as countless articles in educational publications,<sup>3</sup> have been written on the subject. Teachers always have been called upon to perform a certain number of administrative duties. Why do they respond so grudgingly, so inefficiently, and without any understanding of the real reason why they are asked to do "so many unnecessary things"? This is one question that will be briefly discussed. The other question is threefold in its nature: "How shall teachers be informed of their real duties, what are these duties, and how may they best be performed?"

Let us consider, then, this question of the unwilling response to the acceptance of administrative duties. One of the chief reasons for this attitude is the fact that many teachers do not know what constitutes their full duty. Some of them have never read the State school law or the rules and regulations of the local board of education. Many of them have not had the training to acquaint them with the fact that school teaching is more than forcing knowledge upon an unwilling individual called a high-school "student." Large numbers of the teachers

in high schools are graduates of colleges or universities that do not require courses in education. In fact, courses in education are not even offered by some of these institutions and in those where they are offered they are looked upon with indifference or contempt. Even "the required fifteen semester hours" in education will not guarantee that the teacher has learned what the schools have a right to expect of him. Unless one knows what the duties are he can scarcely be expected to perform these willingly and efficiently. Much of this complaining about an excess of duties will disappear, then, when teachers understand why they are necessary.

But how shall this information be disseminated? That some of our educational leaders are aware of the pressing need to have an enlightened school staff for administrative work is very evident from the fact that there is, as previously mentioned, so much literature appearing on the subject. Lamentable as it may be, many teachers (and oftentimes principals and others in administrative positions) do not do much professional reading. Therefore, if we wait for teachers to acquire their information in this way too many will remain uninformed. Some universities are trying to ensure that teachers become informed on the subject of their administrative duties by requiring a course in administration for graduation from their colleges or departments of education. Some who intend to be teachers do not understand why they are required to take such a course since they do not intend to go into the field of administration. Those, however, who have had the course appreciate its value and agree that it should be required of every one. Since it is only with-

<sup>1</sup> W. W. Carpenter and John Rufi, *The Teacher and Secondary School Administration* (Boston: Ginn and Company, 1931).

<sup>2</sup> J. B. Edmonson, Joseph Roemer, Francis L. Bacon, *Secondary School Administration* (New York: The Macmillan Company, 1931), chapter II.

<sup>3</sup> C. W. Bursch, "Principles of Teacher Participation in the Administration of the Small High School," *The American School Board Journal*, LXXVII (December 1928), pp. 41-42.

F. M. Hunter, "Teacher Participation in the Determination of Administrative Policies," *School and Society*, XXII (November 28, 1925), pp. 665-671.

## TEACHER PARTICIPATION IN ADMINISTRATION

in the last few years that courses in administration have been opened to and required of education students, teachers now in the profession will not have had this very essential training. To depend, then, upon spreading the knowledge through professional reading or university courses would prove to be impractical and hundreds of teachers would not understand one of the most vital problems in modern education.

How, then, shall this knowledge be more quickly distributed? One author says there are many teachers who have come to realize "that they should have a larger part in the development of school policies."<sup>1</sup> The school should be democratic, not paternalistic. Every school will have a few teachers who always demand their rights and they are the ones who, working with a thoroughly enlightened principal, can start the ball rolling. If no such teachers appear among the members of the faculty, then the principal should rise to the occasion and give the necessary instruction. Of course, if the principal is handicapped by a nonprogressive superintendent and a reactionary school system he cannot accomplish any significant results. But a progressive principal will not remain long in such an organization. If he cannot, through his leadership, get the teachers to act with him in bringing about a change he will leave that place of his own accord or will be asked to do so by the nonprogressive element in the community. The principal has a great opportunity, through faculty meetings, through bulletins, and mayhap by numerous other means, to guide and direct the teaching force towards a full understanding of their duties and responsibilities so that each may render the maximum amount of service. If he is a wise principal (and there are a few) the whole faculty will fall into line under his leadership and work together to carry out and to help, even, in the formulation of school policies. In fact "a faculty" will disappear and

be replaced by a staff, each member of which is performing the specific task or duty for which he is best fitted by nature, inclination, and training. Of course, the principal cannot serve as a leader to a dormant, stagnant following. The teachers have a responsibility, too. They must desire to be informed. They must be willing and capable to make suggestions. In the final analysis the responsibility for an enlightened faculty rests with the principal and the teachers. Briefly, understanding the duties will come through a coöperative effort on the part of the whole staff.

To attempt an answer to the second part of the question is indeed hazardous and probably futile. Can we solve this problem: "To what extent shall teachers assume administrative activities?" Probably not. We who are inclined towards conservatism believe there are entirely too many things in our modern curriculum, to say nothing of the "extracurriculum." We believe our boys and girls are being injured—yes, actually injured—by this multiplicity of activities.

Shall we call a halt on these diversified courses and these hundred or more extracurricular activities and start back towards the three R's? "Horrors! No!" some of the progressives exclaim. The word "back" is the most offensive one they know. Their watchword is, "Forward! Ever forward!" But, after all, can we go very far forward, without, at least, looking backward? Isn't education, or shouldn't education be, like a pendulum—a steady, rhythmic, dependable pendulum that marks with its steady swing to and fro the nation's progress? And yet this constant to and fro motion does steadily move forward the hands of time and civilization goes forward. Or is education to be compared to the meteor that hurls forward with swift, dynamic flight? But the meteor either burns itself up in the passing or ends in a cold, stony mass. Which course are we pursuing in our modern educational program? Are we to submit to the

<sup>1</sup> W. W. Carpenter and John Ruff, *op. cit.*, p. 12.

law of the pendulum or shall we follow the meteor?

The answer to the question on the extent of administrative duties will be determined by the policy of the school. If there are many activities there will be, necessarily, many duties. But if we are to follow the teachings of our best authors<sup>1</sup> on the subject and accept the interpretation that participation means coöperation, then the voice of the conservative, as well as the progressive teacher, will be heard, and the number of duties will be decreased as the number of activities is diminished. As long as the duties remain to be performed, it is the teacher's responsibility to assume his full share. Whatever the extent of the activities, if the spirit of coöperation prevails, a public-school system will still remain a pleasant place to earn one's living; or, if one feels very noble, indeed, it will be an excellent outlet for humanitarian instincts which cause us to desire to serve our fellowmen well. Here again the principal will be a most important factor. If he is one of vision and great foresight he will not need the conservative teacher to draw the rein. He will not be concerned with the number of duties, nor will there be too many. He will be concerned with the best method of having them performed.

Once again we attempt to answer a difficult question. What is the best method? What can be done to bring about the most desirable teacher participation in the administrative program? "Most desirable" is to be interpreted to mean what distribution and organization of duties will secure the best results for the pupils under the guidance and leadership of our public-school system. So much has been said about the child-centered school and about the importance of education in a democracy that it would be a diatribe to introduce here. But

any organization that does not put the child first is unworthy of existence. Our modern educational philosophy teaches that education is not preparation for life but education is life. What can be done, then, to give the school child an opportunity to live? There must be all these numerous courses and all the extracurricular activities and a new method of teaching, say our modern educators. They put the emphasis upon "how" we teach and not upon what we teach. In other words, subject matter, as such, has no place in the modern school curriculum. It is only to be tolerated if it contributes towards the desired end; namely, securing the right attitude or making the proper adaptation for the pupil. Some of us cry out in a loud voice that the pupils cannot acquire right attitudes and make proper adaptations if they are not well informed. They need history, geography, English, foreign languages, mathematics, and training in the fine and practical arts even more than they need so many of the extracurricular activities. Teachers cannot teach these subjects adequately and have time for these other duties. But if our voice cannot be heard, then we as teachers must make an "adaptation" and take up the new program of teaching even though the transition may be painful to make. Certain it is that we can never have progress in the field of education until the great mass of the teaching force has been stirred with a desire to stride forward.

The plan submitted in the next few paragraphs is the one followed in the Senior High school of East St. Louis, Illinois, to provide for adequate participation by the teachers in the administrative duties. It lays no claims to being the best. But it was in an earnest effort to secure the best that this plan was put into operation. In some instances it has served remarkably well, in others it has been almost a failure, but on the whole it has made a more efficient school.

<sup>1</sup> J. G. Fowlkes, "Shall Administration Be Limited to Administrators?" *The Nation's Schools*, III (May 1929), pp. 42-46.



## TEACHER PARTICIPATION IN ADMINISTRATION

The plan is one which provides for full teacher participation in the administrative functions. There is, as is to be found in any large high school, a well-organized departmental grouping of the teachers. Each department elects its own chairman and other officers and is free to carry out its own policies so long as they do not conflict with the fundamental principles in the philosophy of the school. This organization gives an opportunity for all departments to take part in any important achievement in which the whole school is concerned, but at the same time there is much opportunity for independent work within the department. One of the most difficult achievements was performed almost entirely through the departmental organizations. It was a thorough reconstruction of the curriculum. Since the first general revision four years ago there has been constant partial revision to secure a more effective course of study.

This revision of the curriculum was very urgent. To meet the demands of the increased numbers in the high school and to provide for a changed personnel in the student body was a most perplexing adjustment to make. During the last decade or two, hundreds of pupils came into the school for vocational training or merely to secure a high-school diploma. Before that time most every one who went to high school was planning to go to college. How to meet the needs of all these groups made curriculum construction very difficult. An industrial city of seventy-five or eighty thousand certainly needs more than one senior high and three intermediate or junior high schools. But until the way can be cleared to meet that need there must be constant effort on the part of the whole staff to make the curriculum serve all who come.

To provide still more adequately for the individual needs of the pupils an extensive extracurricular program has been set up. There are two club periods a week and the

list of club offerings includes more than one hundred. All these clubs are sponsored by the faculty members. They are responsible for the execution of a satisfactory club program.

The real administrative force is small for so large a school. Besides the principal there are only three others in the administrative office. There is a registrar, an attendance clerk, and a general office clerk. Therefore, it was necessary to organize the faculty into committees and assign to each committee certain duties. In assigning the committees an effort was made to secure the person best qualified by native capacity, inclination, and training for the place. There are eleven committees with various duties. A few of the most important will be described, briefly.

There is a student-activity committee which deals with all problems relating to school activities. There are five members on this committee, named by the principal but electing their own chairman and secretary. They serve the whole school year, which is also true of all the other committees.

The auditorium committee arranges for the general assembly sessions held every Friday morning for juniors and seniors and every Wednesday for sophomores. There are six members on this committee.

All the student social activities are chaperoned by the student social committee. Quite frequently, there are dances on Friday afternoon after school. It is the duty of this committee to act as chaperons at these dances as well as for any other student social affairs.

The committee on reports gets out the quarterly report of the progress in the school. Copies of this report are sent to each member of the board of education, each faculty member receives one, and each grade-school and junior-high-school principal. It is seldom this committee has any other reports to make but it is sometimes asked to cooperate with the guidance committee in making reports on achievement tests or other special guidance activities.

The guidance committee is also a very important one as it formulates the policies in the guidance program to be carried out chiefly by the homeroom teachers and club sponsors.

The athletic committee, consisting of six mem-

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bers, has charge of the whole athletic program of the school. The duties of this committee are too numerous to describe here.

The honor committee ascertains which pupils have qualifications meeting the demands of the National Honor Society of which our pupils are members. The sponsor of the National Honor Society always serves on this committee. There are two other members.

Other committees are the professional reading committee to report in the teachers' bulletin on books and articles of interest or of special significance; the graduation committee, in charge of the details of commencement; the exhibit committee to see that work of pupils in various departments is displayed in a case provided for that purpose, and also to take charge of any special exhibits in which the whole school participates; and a library committee whose duty it is to take the book lists submitted by the various departments and make up the final list for the publisher.

These eleven committees take care of many of the administrative functions but

not all of them. The homeroom teacher, meeting the students twice each week in a homeroom organization, carries on very important administrative work, particularly in the field of guidance. There are three courses offered and it is the duty of the homeroom teacher to guide the pupils through the proper educational channels while in this school and to help him determine what he wishes to do upon leaving school. An effective guidance program would be impossible in this school without this organization.

These are the most important administrative duties performed by the teachers. The others are the minor duties for which teachers have always been expected to be responsible. They include keeping records of attendance, work accomplished, classroom organization, and carrying into effect the curriculum through the regular teaching program. One of the greatest difficulties is to get a proper balance established between administrative and real teaching duties. But with each teacher willing to assume full responsibility when the duties are thoughtfully and carefully selected, organized, and distributed, there is hope for a better day in education.

"Administration is the coöperative and stimulated direction of educational effort,"<sup>1</sup> is one author's statement. When every one in the great field of education comprehends and accepts this definition there will have been solved one of the most difficult problems in secondary education.

<sup>1</sup> J. G. Fowlkes, "Shall Administration Be Limited to Administrators?" *The Nation's Schools*, III (May 1929), pp. 42-46.

## THE HIGH-SCHOOL PRINCIPAL'S ANNUAL REPORT

E. E. MORLEY

**EDITOR'S NOTE:** *With this discussion of the principal's report by the principal of the Cleveland Heights High School we present the first of a series of articles, under the editorial direction of W. C. Reavis, dealing with "administrative innovations." We believe that teachers as well as principals will be interested in following this series.*

F. E. L.

**T**wo responsibilities which are both fundamental and inescapable among the duties of a high-school principal are those of organizing his faculty and facilities and directing and supervising the educational activities of the school. Opinions differ widely as to the amount of time a principal should devote to each of these phases of his work. There is no doubt, however, of the necessity of effective organization as a means of freeing him from time-consuming minor details so that he may give sufficient attention to the more important duties of supervision.

As a background for an intelligent policy of management and supervision these requirements, therefore, seem fundamental: first, accurate information about the school in all its phases—faculty, student body, plant, equipment, and community to be served; second, detailed knowledge of the past history of the school over a period of years; and, finally, a viewpoint in perspective over a cycle of years in the future.

A careful summary of each year's activities prepared in the form of an annual report will furnish the information about the present status and past history of the school. Intelligent interpretation and fearless use of this material will provide the basis for future policies in organization and supervision.

To aid the reader in planning his own report, the following steps in the process will be discussed:

1. Selecting the items of information to be covered
2. Working out practical plans for securing data concerning the various items
3. Organizing these data into the most

usable form for ready reference and comparison

### WHAT SHOULD BE INCLUDED IN THE ANNUAL REPORT OF THE HIGH-SCHOOL PRINCIPAL

When once a principal has decided to make a report of his school's progress for any given year, he may do one of two things. He may on the one hand select at random the facts he considers important enough to include, or he may work out a plan of headings and subheadings, and classify information in orderly form as it becomes available. The first alternative will generally result in a hodgepodge to be filed away with other dead and useless records. The latter is more likely to become a live source of significant information, frequently consulted because it is systematic and readily accessible.

The outline which follows is based upon the judgments of twenty-five high-school principals, assistants, and city superintendents in the 1930 summer session of the University of Chicago, supplemented by an examination of annual reports from several high schools.<sup>1</sup> Some of the items listed may be included only in alternate years or perhaps less frequently. The amount of clerical assistance available will determine to a great extent how many items and in what detail they may be summarized in a given school. It is intended to suggest here an outline which is probably too elaborate to be completed in any one year. However, a principal

<sup>1</sup> Annual Reports of Reitz High School, Evansville, Indiana, Ralph Irons, Principal; Quarterly Reports of East St. Louis High School, Frank Eversull, Principal; University of Chicago High School Annual Reports, W. C. Reavis, Principal; Heights High School Annual Reports to the Superintendent, Cleveland Heights, Ohio.



may with profit select only those things from the list which he can reasonably expect to finish in the time at his disposal. When his choice of topics to be covered has been made, a folder labeled with each main heading should be prepared to receive information as it becomes available.

The following items are of sufficient importance to merit consideration each year in the preparation of a high-school report:

1. *Statistical summary of enrollment and attendance*

- a) Total school enrollment and withdrawals for each week of the year (boys, girls, and total)
- b) Total enrollment and withdrawals by grades—ninth, tenth, etc. (boys, girls, and total)
- c) Monthly or weekly percentages of attendance and punctuality by grade classifications, by sexes, and for the entire school
- d) Special study of individual cases of excessive irregularity in attendance and punctuality

2. *Mental appraisal of pupils*

- a) Chronological and mental ages of pupils according to grade classifications
- b) Point scores on group test of mental ability for each grade classification

3. *Statistical résumé of teachers' marks*

- a) A summary of semester marks given by each teacher, listed with other teachers in his own department.
- b) A summary of semester marks given in each grade of each subject, with totals for each department and the grand total for the school

4. *A study of withdrawals from classes and changes made in pupils' programs during the semester*

5. *Statistics of graduation and elimination*

- a) Number of boys and girls graduated
- b) Scholarships and honors awarded to graduates
- c) List of colleges and other higher institutions to which last year's graduates were admitted with the numbers of graduates entering each school
- d) Report of the success in college of last year's graduates
- e) Number of pupils who quit school in each grade classification, together with reasons for dropping out. Summary of these figures for the entire school

6. *Educational guidance and remedial work*

- a) Provision for discovering pupils needing remedial attention and types of corrective effort used
- b) Individual case studies of maladjusted pupils
- c) Technique used in program-making in preparing the teacher's schedule of recitations
- d) Technique of preparing the daily study programs of individual pupils
- e) Descriptive account of the guidance program

7. *Professional activities of the teaching staff*

- a) General and departmental faculty meetings
- b) Summary of principal's classroom visitation and conferences with teachers
- c) Report of demonstration teaching
- d) Accounts of experimentation and research in the school
- e) Extension and summer-school courses taken by teachers during the year
- f) Curriculum making and revision during the year
- g) Contributions by staff members to educational literature

8. *Educational costs*

- a) Total per capita costs of instruction, maintenance, and debt service
- b) Per capita costs of teaching and materials of instruction for each subject
- c) Per capita costs of student activities

9. *Student activities and interests*

- a) Interscholastic athletics
- b) Intramural sports
- c) School assemblies
- d) School clubs and other nonathletic activities
- e) Evening entertainments, plays, exhibitions, concerts, etc.
- f) School publications and publicity
- g) School dances, parties, banquets, and other social activities
- h) Student council and other student-government activities
- i) School thrift and savings accounts
- j) Financing and accounting of student-activity funds

10. *Miscellaneous*

- a) Relationships with the community and patrons (copies of form letters sent out to parents with typical replies)
- b) Responsibilities and duties of members of the staff: principal, assistants, dean of girls, educational and vocational advisers, athletic, dramatic, debating and public-

## THE PRINCIPAL'S ANNUAL REPORT

speaking coaches, faculty sponsors of school publications, school clubs, and classes, faculty manager of interscholastic and intramural sports, director of extra-curricular activities, librarians, department heads, homeroom advisers, classroom teachers, office secretaries, and custodians

- c) Physical and health education: medical inspection, survey of physical defects, corrective work, school lunches, hygienic conditions in the school, etc.
- d) A study of the relative efficiency of instruction in the school
  - (1) By comparing the achievement of pupils transferred from other systems with those prepared locally
  - (2) By using achievement tests for which standards are available
- e) Recommendations to the superintendent to be incorporated in next year's program

### HOW SHALL THE PRINCIPAL COLLECT THE INFORMATION COVERING THE ITEMS OF HIS ANNUAL REPORT?

When the machinery for assembling important school data is properly set up there will be little difficulty in securing an abundance of material. As has been suggested, folders may be prepared, each labeled to receive information bearing on one division of the report. A set of forms can then be devised to obtain the significant and usable data.<sup>2</sup>

Such data tables and graphic summaries as are made from facts collected by means of these forms are essentially pictures of school-wide conditions or at least of conditions affecting a considerable portion of the student body. Some of the most significant material to be summarized during the year, however, may refer to only a single pupil. Hence a part of the annual report space should be devoted to individual case studies of typical and abnormal pupils. While such studies may not furnish infallible solutions to other problem cases, they do, nevertheless,

become a valuable source of useful suggestions in their treatment. Two case-study reports are given as illustrations. They are taken from the files of 1930-1931.

### PUPIL E

Scholastic and disciplinary problem; indifferent to classroom activities, insolent and rebellious towards teachers, evading gymnasium and study hall, and a daily source of irritation along some line.

*History*—Son of a politician whose life has been a storm center for many years. Elementary-school record—above average. Scarlet fever, diphtheria, and influenza during this time. Sinus trouble still bothers.

Junior- and senior-high-school experience shows progressive tendency downward. Preferred older boys, not interested in girls, business manager of junior-high annual, vice president of student council, acquired exaggerated idea of his importance. In senior high, worked only for teachers whom he liked, was in constant conflict with homeroom teacher, became interested in working at a race track where he earned liberal pay.

*Treatment*—To capture the interest of this boy was the real problem. He was placed in a dramatics course whose projects included the building and equipping of a little theater stage, reading and selecting for production a large number of plays, study and practise of make-up and costuming, coaching and producing the plays, publicity, ticket sales, ushering, etc.

In this class, E prepared a creditable scrapbook of articles and pictures of the current stage, made a notebook of character types and facial expressions, made many interesting reports to the class on plays he had seen and read, became class leader in group discussions, assumed charge of publicity, took parts in several plays including the filling of an emergency part due to the failure of a classmate, and coached a play with eight unruly boys as characters.

*Outcomes*—E found a legitimate outlet in school for his aggressive energy. He became so absorbed in these activities that he had no time for breaking rules or doing pranks. His offensive attitude disappeared as he learned the advantages of diplomatic relations with fellow pupils and teachers. He worked hard during his last two years in high school and graduated with good standing in the upper half of his class. By finding for him a focus of interest, his efforts naturally extended to other fields of school work.

<sup>2</sup> Due to lack of space we were forced to omit several very interesting forms that Mr. Morley sent with his manuscript.

## JUNIOR-SENIOR HIGH SCHOOL CLEARING HOUSE

## PUPIL P

An emotionally repressed and colorless girl. A failure in classwork, having decided reading disability.

*History*—In elementary school, learned quickly and easily, skipped two grades. She grew rapidly from the time she entered junior high school, became lazy, started failing in her work, and developed a complex of timidity and self-consciousness. As a result of lack of study, she failed to progress with her class in reading ability.

In senior high school, the same difficulties and shortcomings persisted in a more aggravated degree. She had never read a single book through. She had no physical energy, no "drive." She habitually went to class unprepared and sat in mortal dread of being called upon. She seemed unable to experience emotion of any kind—even anger—and could not distinguish emotions on the Moss Social Intelligence Test. She had a special scorn for anything consciously beautiful or graceful and detested dancing as especially silly. Her compensation for her feeling of inferiority was a brusque, crude manner towards people of more social grace than she possessed. Her whole attitude towards school was that it is all "extremely boring."

*Treatment*.—Something had to be done to arouse an interest in herself. Under the theory that such an interest might be evoked through playing character rôles portraying the types representing her own suppressed desires, she was assigned to the special course in dramatics.

Initiative was slow in coming. Her first part as the "Will o' the Wisp," a fairy dancer, had to be dropped for sheer indifference. Her next assignment as "lady in waiting" to Cinderella required a marcel, make-up, and a borrowed evening gown. She became surprisingly lovely. Excitement brought animation to her face and probably for the first time in her life she was told that she was pretty. Her little triumph worked a miracle of reform in her whole manner and attitude.

Other parts followed with increasing interest and success until finally she was induced to take a highly emotional rôle which she did with credit.

For class reports, she began to read, to give oral reviews before small groups, and finally before the entire class.

The results of intelligent, remedial treatment include the following:

1. A social circle of boys and girls in the class enabled her to overcome much of her timidity and self-consciousness.

2. Judicious praise of personal appearance awakened normal but dormant feminine desires

and led her to make the most of her rather plain face.

3. Her frozen emotions were thawed out and many of her inhibitions were released.

4. Naturally much of her aversion to school routine was overcome and steady improvement in other lines of work resulted.

Such "human-interest" accounts of individual cases are significant because they present what the school is doing with specific problems. Cases of unsuccessful treatment should likewise be presented to show the hopelessness sometimes encountered in school problems.

## THE ORGANIZATION OF THE ANNUAL REPORT

Not much needs to be said, perhaps, along this line as the form of presenting the materials will nearly always suggest itself. Certain types of information can be given best in data tables, others graphically, and still others in descriptive or narrative discourse, etc. Forms used in collecting data should always be so devised as to make summaries as simple and easy as possible.

The values to be expected from annual school reports of the kind described are self-evident. Many principals find in them their richest source of supervisory information. Others make use of their report summaries to justify changes and improvements in equipment and personnel. Still others make them the basis for constructive school publicity.

In general, the local high-school principal as head of secondary education in his community occupies the most strategic place in the public-school system. It is no exaggeration to say that upon him more than upon any one other individual depends the success of the tax-supported educational system. He has the community's children in his charge during their final years of training at public expense. Upon him therefore devolves the responsibility of carrying on to fruition the earlier beginnings of nor-



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mally progressing pupils, to correct deficiencies which may have occurred along the way, and to round out the program of the public-school system in accord with professional standards and in a manner to keep

the taxpaying public satisfied. He is, therefore, responsible head of the most important single enterprise in his community. Such an executive unquestionably should make an annual accounting of his stewardship.

MEETING SENIOR-HIGH-SCHOOL PROBLEMS THROUGH  
CONCERTED ACTION

GERTRUDE RECTOR

EDITOR'S NOTE: This is the third article in the series dealing with the "solution of the problem by concerted action" edited by Earle Rugg. Miss Rector is a sophomore-class director in the Central High School, Tulsa, Oklahoma.

F. E. L.

**A**MONG the problems that face a large senior high school, two that stand out prominently are the orienting of new pupils in the school and making the Parent-Teacher Association a real asset. We have attempted, with some degree of success, to solve these problems through such types of concerted action as are found in our guidance program, homeroom organization, assemblies, and patroness organizations.

The orienting of pupils from the junior high school in the senior high school begins several weeks before the end of their junior-high-school career. The first step in this work is the visit to the several schools by the principal of the senior high school and the director of the sophomore class. This visit is made to "break the ice" for acquaintance, and occurs immediately preceding the preparation for enrollment in the sophomore class.

The guidance of pupils to enrollment in the senior high school actually begins in the curricular activities of the last semester of the junior-high-school course where one unit of the course in occupational civics deals with the high-school curriculum and college entrance requirements. After this unit has been presented, the occupations teacher and the homeroom teacher work with the pupil and his parents to plan the senior-high-

school curriculum with a more or less definite aim in view. Then after the curriculum plans for each child are made, they are checked by the sophomore-class director, who returns to the junior high schools for a very brief personal interview with each pupil as she completes his enrollment for the first semester in the senior high school. During the interval of four weeks from the beginning of enrollment until its completion, the class director holds many conferences with the incoming pupils and their parents.

Once the child has entered the senior high school he is assigned to a homeroom in which he remains during his entire course. The grouping in the homerooms is heterogeneous and is made by the class director. Each homeroom has its own organization, its own officers, and its own patroness. The homeroom president conducts all meetings according to parliamentary rule, but provision is made for much informal discussion. There is a program committee in each room which plans the programs so that each member of the group appears before the class at least once in a six weeks' period. So far as possible the pupil selects the thing he can do best. For example, a timid, overgrown boy who seems to have no talent for any activity which might be a part of a homeroom program may be induced to accept as

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**JUNIOR-SENIOR HIGH SCHOOL CLEARING HOUSE**

his responsibility the task of keeping the group posted on the happenings in the world of sport by making a report from the sporting section of the newspapers once a week. Then, too, the recounting of personal experiences is encouraged as a means of becoming acquainted.

A definite core content of homeroom activities has been printed in the school manual as a guide for homeroom procedure. But this manual is not a text; it is merely a suggestive guide for effective work in orientation. The business of the sophomore is to become acquainted with his school as early as possible. Consequently, the homeroom program is opened each morning with some part of the ritual that will be used in the weekly assembly; it may be the school hymn, the students' prayer, the students' creed, or the pledge of allegiance to the national flag. Whatever it is, it is given by the entire group in unison. Then the period is given over to one of a variety of programs with orientation as the motive. The teacher, who acts as sponsor, keeps in the background until the need of the pupils calls her into the activity; she is a personal counselor for this particular group throughout the senior-high-school experience.

Out of the homeroom grows another organization—that of the homeroom presidents. In a group which is made up of individual pupils selected by the vote of their own classmates to represent them in all class matters, the pulse of the entire class can readily be felt. This group meets with the class director fortnightly for forty minutes before the beginning of the homeroom period. In these meetings all class activities are launched, school attitudes are somewhat directed, special talent in the class at large is reported, and suggestions for class-assembly programs are made. This is also a standing nominating committee for class officers. It is here that the class play is selected, and methods of selling tickets and advertising are suggested for later development by a

special committee. The most successful homeroom procedures are reported by the various presidents, and details of assembly conduct are explained. For example, one student demonstrates the proper manner of pledging allegiance to the national flag while giving a salute.

Much also is done towards bringing the ideals of the school before this group. One meeting is given to a very profitable discussion of one section of our students' prayer: "To separate all error from my thought of man, and see him only as my Father's image, to show him reverence and share with him my holiest treasures." After this discussion, the repetition of the prayer in class assembly means a bit more to each member. A drive to eliminate faults in assembly conduct, such as gum chewing and whispering, is made occasionally through this group. The presidents' meeting serves as a fair clearing house for student ideas and ideals as to school conduct in general. Immediately following the meeting each president gives a full report to his own homeroom and begins the actual work of the particular activity which is to receive emphasis at this time.

Each of the three classes in senior high school has a distinct class organization. But due to the size of the classes, which range from 1,800 sophomores to 1,000 seniors, the groups have to be subdivided into homeroom units of thirty-five to forty-five. Officers are elected once each year by the class at large. Nominations are made in the homeroom presidents' meeting, and the printed ballot submitted to the class in homeroom on an assigned election day. As soon as the nominees are declared eligible on the basis of citizenship and scholarship, each selects a classmate to nominate him in the class assembly. Immediately following the formal nomination he makes his acceptance speech. These two speeches form the most vital and decisive portion of his campaign. After election, the group of class

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officers, besides performing the definite duties their offices entail, act as an advisory committee with the class director in the conduct of class affairs.

In the weekly class assemblies where the programs are arranged to develop a feeling of unity and class loyalty, students take an active part. This assembly is held during the homeroom period, the first period of the day, and is presided over by the president of the class. This program is opened by the singing of the school hymn, which was written by two pupils in two all-school contests—one in music and one in poetry. The singing is led by a member of the class, and is followed by the repetition of the students' prayer. The remainder of the program is made up of the best that has been found in the homeroom in the way of music, dramatic reading, travelogue, etc. In the earliest sophomore-class assemblies of the year upperclassmen are often invited to come in to teach the school yells and songs, and to describe the different organizations in the school. One very effective class assembly was given over to a display and explanation of work done in the manual arts and home-economics departments where the pupil displayed his own work and gave the data as to cost, time, and previous training needed for each article. The purpose of this program was to aid in selection of courses.

Before an organ recital is given, the different parts of the organ are explained and demonstrated by the organist so that the pupil may be prepared to listen more attentively in order to catch the different tones, and thus be more a part of the program. If he is not particularly interested in tones, the pupil is often absorbed in the activity of the organist and the effects produced by his mechanical use of the console.

Another very fine medium of concerted activity is our weekly general assembly. The programs are planned by a standing committee made up of a group of students and one representative from the faculty of each

department in the school. The assembly is always planned around a definite theme and brings before the student body the best that has been produced through curricular and extracurricular activity. Occasionally a portion of the assembly hour is given to one of the nation's leaders, in thought, in music, or in drama when he chances to be in this community, but in the main the program is produced by our own people.

Each week a different group of students is selected to lead the assembly: a chairman to preside, a student to lead the school in repeating the students' creed, and a third person to conduct the devotional exercises. Only pupils with satisfactory scholarship and citizenship are chosen. The assembly is always opened with a definite ritual in which all take part, and which includes the pledge of allegiance to the national flag, singing *The Star Spangled Banner*, repeating the students' creed, and singing our school hymn. The pupils deem it a distinct honor to be selected to lead in the ritual which sets forth the ideals of the school as they have been expressed by our students in song and creed.

The "theme" of the program may have to do with some particular date in the history of the State or nation, or it may deal with the life of a great person, or set forth an ideal, or demonstrate some phase of school activity. Some of our most effective and inspirational assemblies have grown out of curricular activity; for example, each year the Christmas program is the presentation of Handel's oratorio, *The Messiah*. The preparation for this program is made in the regular music classes of the school which include glee clubs and choruses. These students are assisted by soloists in the community and are accompanied by the school orchestra. Another very worth-while assembly, but not an annual production, is that dedicated to Book Week in which the students and townsfolk take part. City and school librarians and authors are introduced



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as honor guests. The student chairman makes excellent comments on the value of books to us, and the manager of one of the city's bookshops explains the place of the bookshop in the community. Then follows a series of dramatizations from great literary classics presented by members of the dramatics classes.

Occasionally the assembly is used for such school business as the finals in a dramatic reading or oration contest to decide who shall represent our school in the district contest. Another type of assembly is that in which demonstration of excellent work in the various departments of the school are given, and ranges from an acrobatic exhibition from the athletic department to demonstrations from the science laboratories. It is the purpose of the program committee to have each department represented on the program once in three years. An assembly in the lighter vein is the annual "pep" assembly in which the football queen is crowned. So the general assembly is not merely an hour's entertainment or a cultural program, but it is a tying together of all school interests.

There are two very distinct services that the members of our Parent-Teacher Association render the school and the community—they are subjective and objective. Without doubt, the greatest of these is that of bringing about a genuine sympathy between the school and the community at large. This is done by actually making direct contacts between the parent and the teacher so that each may know what the other is attempting to develop in the child. By visiting the school in active session and entering into part of the activity which makes up the pupil's daily schedule, parents attain an understanding that cannot be theirs so long as they remain outside the walls of the school building.

In order to give the P.T.A. some of this participating activity in the life of the school a patroness group for each of the three

classes is organized each year. A patroness is the mother of one of the members of a homeroom group who is elected by the vote of the homeroom to be its representative in all matters concerned with the P.T.A. Her duties are varied and cover a wide range of activities. The regular monthly meeting of each group assumes the form of a business luncheon in the high-school dining room to which each member carries her tray after filling it in the cafeteria. The activity in this meeting is both direct and incidental. The direct business consists of programs planned by a committee from the group and designed to give the patronesses accurate and full information about the school, its ideals, and actual accomplishments. The city superintendent, the school principal, directors of departments, the dean of girls, and the dean of boys are called upon at times to explain certain phases of school procedure or objectives, and to answer questions raised by the mothers. Occasionally a meeting is devoted entirely to laying plans for carrying out a definite P.T.A. project to assist in student-aid work. The meeting each year in which each patroness is given a questionnaire to show how much concrete information she has gained concerning the school and her homeroom brings out very profitable and illuminating discussion as well as some witticisms and good humor. The hour set for the luncheon is immediately following the weekly general assembly which the patronesses are urged to attend.

Of equal value with the direct business of the monthly meeting is the incidental experience of the patroness. In this meeting informal conversation over a luncheon table promotes acquaintance and understanding between the patronesses; attendance upon the assembly enables them to glimpse the ideals of the school at the same time that they witness the actual demonstration of the accomplishment of their own children in cultural grace; and the proximity of the classroom in which the pupil is busy attracts

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many patronesses to observe the actual performance of school business.

The patroness makes contact with the mother of each of the pupils in her home-room between the luncheon and the succeeding evening monthly meeting of the P.T.A. at which both mothers and fathers are present. This contact is made by personal call, over the telephone, or through the mail, and affords a splendid opportunity to pass on a good word concerning the high school. The patroness does all that she can to attract parents to the regular evening meetings of the association, and is there to greet them when they arrive. She is also prepared to answer many questions and allay much adverse and unjust criticism that is directed at the school.

One of the most satisfactory evening P.T.A. meetings is our annual "Back to School Night." This meeting is planned by a committee of teachers and patrons, and enlists the activity of pupils, teachers, and parents. Preceding the meeting each child in the school is given a small folder on which he writes his schedule of classes, room numbers, and teachers' names, and puts it into the hands of his parents. With this schedule as their guide, the patrons come to school for a seven-thirty assembly after which they go to each of the child's classes for a fifteen-minute period. The class of parents hear each of the teachers explain the objectives of the several courses and are given an opportunity to ask questions. Many unasked questions are answered by this direct contact with school and teachers, and both teacher and parent feel more tolerant of each other, and much more sympathetic towards the child.

With the present economic crisis facing us, we have unusual opportunities for concerted action between our high school and the community. It seems that never before has there been so widespread an interest in

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the advantages given to the child of school age. Parents seem more concerned that their children make preparation for definite activity; the community at large is interested in feeding and clothing needy pupils; industries are coöperating with the schools in an attempt to develop more skilled workers. It is into this picture that the P.T.A. comes with its more objective activity. By enlisting the coöperation of merchants, cleaning establishments, and various civic and social clubs, this organization is enabled to furnish clothing for boys and girls who would otherwise be deprived of high-school training. Besides providing clothing, those interested in student aid must raise money to pay for lunches and transportation. Many projects are undertaken for this purpose: benefit bridge parties, for which prizes are donated, silver teas in homes of patrons, charity football games, and benefit picture shows all help to provide a student-aid fund. Then there is the P.T.A. university scholarship which is maintained, in the main, by securing subscriptions to magazines. These activities are a means of making the P.T.A. an integral part of the school and of enlisting a wholesome interest in its progress.

When all is said and done, the prime factor in the successful conduct of the secondary school, as in every other phase of human progress, is sympathetic understanding between people.

## THE OLD AND THE NEW

### Or How An Awakened, Live, Insatiable, Intellectual Curiosity May Be Developed by Means of the Social Sciences

MICHAEL H. LUCEY

EDITOR'S NOTE: Michael H. Lucey is principal of Julia Richman High School in New York City. His discussion of the question of intellectual curiosity among high-school pupils was delivered as an address before the Secondary Club, a group of high-school administrators and others, sponsored by Professor T. H. Briggs, as one of a series of five brief discussions of this topic.

As HE who reads and runs may deduce, the playwright, following well-established precedent, has drawn freely on the thoughts and words of others. Truth to tell, he is merely a stage manager rather than playwright.

#### DRAMATIS PERSONAE

CHARLES II

MRS. MARY DENSON, instructor

MRS. KATHERINE GRAHAM, instructor

MISS CHRISTINE MCCARTHY, instructor

MISS JOSEPHINE TRAUB, student

MISS HENRIETTA WAGNER, student

*Fourteen learned physicians of the time of Charles II, lords and ladies of the present educational realm, high-school students, barber.*

ACT I. Court of Charles II

ACT II. Julia Richman High School, New York City

ACT III. The same

ACT IV. The same

#### THE OLD

##### ACT I

SCENE 1. *A room in the king's palace. Charles II is being shaved. Enter the learned physicians.*

For the sake of brevity and the demands of THE CLEARING HOUSE, the stage manager asks permission to substitute for the action its description by a correspondent of the *New York Herald Tribune* in a letter which appeared on the editorial page of that paper under date of Saturday, December 12, 1931.

"I have condensed the following official medical report of the death of Charles II of England after the devoted attendance of fourteen of the most prominent physicians of the time:

"King Charles was being shaved. With a sudden cry he fell backward and had a violent convulsion. As the first step he was bled to the extent of a pint. Next his shoulder was cut into and

he was 'cupped' for eight ounces more of blood. Next an emetic and purgative were given, and soon after a second purgative. Then came an enema containing antimony, sacred bitters, rock salt, mallow leaves, violet, beet root, camomile flowers, fennel seed, linseed, cinnamon, cardamon seed, saffron, cochineal, and sloes. The enema was repeated in two hours and a purgative given.

"The King's head was shaved and a blister raised on the scalp. A sneezing powder of hellebore root was administered, and also a powder of cowslip flowers 'to strengthen his brain.' The cathartics were repeated at frequent intervals and interspersed with soothing drinks of barley water, licorice, sweet almonds, white wine, absinthe, anise seed, extracts of thistles, mint, rue, and angelica. A plaster of burgundy pitch and pigeon dung was applied to the King's feet. The bleeding and purging were continued, and to the medicaments were added melon seeds, manna, slippery elm, black cherry water, extract of flowers of lime, lily-of-the-valley, peony, lavender, and dissolved pearls. Later came gentian root, nutmeg, quinine, and cloves.

"As the King did not improve, he was given forty drops of extract of human skull. A rallying dose of Raleigh's antidote was forced down the throat; this antidote contained an enormous number of herbs and animal extracts. Finally, bezoar stone was given. Then, says Dr. Scarborough: 'Alas, after an ill-fated night his serene majesty was so exhausted that all the physicians became despondent.'"

Scene II. *Faculty meeting. Lords and ladies seated.*

Enter STAGE MANAGER

STAGE MANAGER. Brings a laugh, does it not? But we should recall that these physicians were educated men, the best of their profession, who possessed the most advanced knowledge and technique of their times. I wonder how most of our present educational practices will appeal to the curious delvers into antiquity three hundred years from now.



## THE OLD AND THE NEW

## THE NEW

## ACT II

SCENE I. *Julia Richman High School faculty meeting. Lords and ladies seated.*

*Enter MISS CHRISTINE MCCARTHY.*

MISS MCCARTHY. Just what do we mean by an "awakened, live, insatiable, intellectual curiosity in the field of social sciences." How would I go to work to realize this objective in American history?

A consideration of the quotation is necessary before deciding upon how to accomplish its objectives. Therefore, I shall first show what I consider necessary to my own point of view as a teacher of American history. I must be thoroughly familiar with the "new," synthetic, dynamic history and its application to the leading problems and institutions of contemporary life. I must understand that history is a study of contrasts rather than a repetition of similar movements. Its most striking revelation is the difference between a period in which modern science and industrialism operate and the long period in which these two forces are absent. I must have a penetrating insight and interest in the past and at the same time disabuse my mind of the solemn reverence of past cultures and institutions which would obscure my ability to deal with issues confronting us today. I must look on the achievements of the past in the light of what they accomplished in their specific period but not necessarily as the solution for present-day problems. Hamilton's financial program, for example, was not anywhere near so complex as the budget for the City of New York was in 1931.

If history is to be of service to social intelligence, it is important for me to develop the genetic point of view—an understanding of the processes and growth of culture and institutions. I must understand that the element of continuity in movements is tremendously important and sometimes explains the slowness of change. I must make use of an intelligent type of history with an understanding of the difficulties in getting at the truth. I must understand how national hatreds, too intense patriotism, the ideas of racial superiority and inferiority distort historical vision and produce disasters like the World War. I must examine democracy as a pivotal institution at a critical stage in its development.

SCENE II. *Same as above.*

*Enter MRS. MARY DENSON.*

MRS. DENSON. In analyzing what I do to achieve an awakened, alive, insatiable intellectual curiosity,

it seems to me I follow certain general fundamental principles as well as certain specific devices. The most creatively thrilling moments for a teacher are the times when a pupil makes excursions on his own; when, goaded on by curiosity, he outdistances the assignment, and scales the heights of the scholar. There are few things more beautiful than the young mind weighing, discarding, retaining, working along to fuller and more satisfying pictures or truths.

What, then, do I do to realize this? Every class recitation is the product of certain basic objectives that the teacher has for the pupil, together with specific devices suited to the specific aim of the day, the subject matter, or the quality of the class. The following are the general, fundamental practices which develop this live intellectual curiosity.

1. Each recitation is a conference to determine the truth of a problem or situation. The problem and solution are considered in relation to the historical period studies and in terms also of practical and ideal values. This interest is then excited through the vision of a world that can be transformed.
2. In this informal conference—our recitation—one student takes up the discussion of a live issue, analyzing, expounding, illustrating, etc. Exhausting her knowledge on the subject, she calls for comments. Then other pupils take issue with her, ask her for further proof, make denials, add interesting related points. Out of this give and take, where mind meets mind in free, rational, courteous intercourse, an intellectual curiosity thrives. There is an incentive to work along independently for the sheer love of the complete picture. And it can all be woven into the next day's recitation.
3. Provocative issues and aims, historic information disciplined to and steeped in real live values—in each lesson—are all challenges to curiosity. I work to establish problems that are not artificial, that are not divorced from life. Otherwise, the work is not intellectually exciting and not a spur to curiosity. In modern European history, as illustration, I might pose the following:
  - a) Why as a modern, progressive person would you say the demands of the Chartists were reasonable or unreasonable?
  - b) Why, in your opinion, was it better or worse to have waited for the reforms that the Chartists wanted until *their* final completion after the World War or to have revolted against the English Government and by force in 1848 to have established universal suffrage,

etc. What then is the most effective way of getting change?

- c) Louis Napoleon was chosen president of France in 1848 almost unanimously. Why, only twenty-two years later, were the French just as anxious to get rid of him? On what basis should leaders or rulers be chosen at all times? Why do you approve or disapprove of the method the French used at various times in the nineteenth century in choosing their rulers?
4. As teacher, I attempt to keep in the background of this discussion, sitting in a chair or bench on their level. Unostentatiously, I manipulate the recitation when necessary to the hard lines of disciplined thought. But I try to be a fellow learner and make the recitation the student's show.
5. I aim, too, for a tolerance of all reasoned opinions.
6. I try never to discourage curiosity even when it falls outside of the scope of the lesson.
7. Should a fine specialized book—a new or older one—be stimulating and readable, I speak of it with enthusiasm—perhaps even for one's own library. I give its price, scope, essential quality, and quote from it.
8. I bestow warm, even lavish, praise for any evidences of the fruits of intellectual curiosity. My admiration goes out to those who say, "Last night when I read Fay's *Origin of the World War*, or Beard's *Rise of American Civilization*, or Moon's *Imperialism and World Politics*, or this lecture and that periodical. . ."
9. Above all, these concepts are always with us in our recitations—the millennium has not been reached; education is fitting us to deal with questions which are today exciting the world; the notion of our state as an ideal state is not cramped upon them; there has been progress but each generation must contribute for the betterment of society. These dynamic considerations stir and excite curiosity. Each lesson is focused for these attitudes.

### ACT III

SCENE I. *Julia Richman High School classroom. Students at their desks.*

*Enter MRS. GRAHAM.*

MRS. GRAHAM. Yesterday we discussed various phases of the scientific attitude of mind. Today we shall consider in writing the following questions:

1. What is an inquiring or scientific attitude of mind?

2. Why should the high school develop that kind of mind?

3. Describe one incident from history class that illustrates development of this attitude.

[*Girls write.*]

SCENE II. *The same.*

MRS. GRAHAM. We shall now hear from Miss Henrietta Wagner.

MISS WAGNER. The inquiring or scientific attitude of mind is that attitude or frame of mind which is willing to test new ideas and to tolerate new theories. It is an attitude of mind which questions new theories or old theories or institutions.

High-school pupils should develop this attitude of mind. If they do, they will be helping to advance civilization. In testing out new theories, many very good ideas may be discovered. For instance, in the case of various inventions, the inventions had to be tried out and many were found to be time-saving and labor-saving. This was certainly advantageous in many respects. And so it is with new ideas for government of nations. If people are willing to tolerate these new ideas, the government may be improved. This scientific attitude also does much in bringing about a greater understanding between all nations of the world. Therefore, I believe that high schools should develop the scientific attitude of mind.

The other day when we were briefly discussing Einstein's theory of relativity in class, I became highly interested in it. I had never had any idea about it since I had never thought of reading articles on this subject. Now, since I have heard this discussion, I am very anxious to learn more about this theory. This shows that I have developed a scientific attitude of mind.

MRS. GRAHAM. That is very well done. You have caught the spirit of the discussion. We shall have time for one more—Miss Josephine Traub.

MISS TRAUB. An inquiring or scientific attitude of mind is one that has, first of all, a curiosity about the reasons for and origins of certain things. This mind, or the person with this attitude of mind, should want to satisfy his curiosity by the scientific method of thought; first to formulate the problem, then to observe, next to experiment with apparatus, after that to compare the results, draw a conclusion, and prove.

If high schools develop this type of mind the graduate will be truly educated for he will be able to think things out for himself. He will want to know and will know more than he studied word for word from a book.

An incident that is an example of that attitude of mind was the rather lengthy discussion on

## TEACHING ENGLISH AS A "WAY OF LIFE"

Einstein's theory of relativity. That when we were through discussing it we were no better off than before did not alter the situation. We were very curious and interested to understand the theory, and we tried to reason it out quite scientifically. MRS. GRAHAM. Well done. I shall be delighted to read the opinions of the others. Please hand in your papers.

## ACT IV

Faculty Meeting—Julia Richman High School.  
Lords and ladies seated.

STAGE MANAGER appears, to make some sage reflections.

STAGE MANAGER. We have observed two different

types of education. In the first, knowledge, subject matter, technique are stressed. In the second, while holding to all that is worth while in knowledge, in subject matter, in technique, the development of intellectual curiosity of the inquiring mind, plays a major part. We are shown that if the human spirit is to be stimulated, if it is to be kindled, the first essential is that the teacher himself be an inspiring human being; that he be not only a master of his subject, but that he be conversant with the methods of developing scientific thinking; and, finally that he possess the highest teaching skill.

FINIS

## TEACHING ENGLISH AS A "WAY OF LIFE"

MARY P. EATON

EDITOR'S NOTE: Mary P. Eaton is chairman of the English department of Wadleigh High School in New York City. Her article, which follows, is the second in a series treating various high-school subjects as "ways of life," edited by John L. Tildsley. Miss Eaton undertakes to show how the English teacher may carry out the responsibility for developing the child's ability to adjust himself to the complex needs of the current environment.

A. D. W.

WHEREVER there is, in an English-speaking country, a teacher of English who fails to look upon the mother tongue of his pupils as a "way of life," undoubtedly that teacher meets the reward of his blindness in the monotony and the deadliness of the tasks through which he puts not only his pupils but himself, and in the wearisome grind of "correcting" themes. "Verily I say unto you, they have their reward."

To the English teacher whose eyes are open, however, life is so manifest in his subject, so enticing, and so infinitely varied, that he finds himself involved in a multifold task. He must discover life to his pupils through books. He must train them in thought and reflection. He must secure for them the satisfaction of a more articulate life of their own.

In a day when teachers of foreign languages can declare that their chief and highest aim is not to enable their pupils to read easily the literature of another language, but rather to gain knowledge of the life of another nation, and to enter imaginatively

into that life, the teacher of English cannot be far wrong in continuing to concern himself with what has long seemed the most vitally important task and privilege of the English classroom—that is, the enrichment of the lives of young people. Literature is obviously the means best adapted to this end.

Fortunately books are things of fascination to most boys and girls. For books unfold life, and life is the most absorbingly interesting subject in the world. Indeed, as seen through books, it is more varied in event, in setting, and in companionship than is the single life of any man.

With most children the English teacher's problem, then, is not so much to get them to read, as to find the sorts of books which will appeal to their many tastes and their many degrees of ability, and which will at the same time offer true and vivid glimpses of life. The range of suggestions must be made wide, and the books offered must have genuine appeal and interest for the individual child who does the reading.

It is sadly easy for a teacher to prescribe



for ninth-year pupils a book which he himself likes at his present age, or liked in college, and to forget that, whereas he may very possibly have been a child of superior literary tastes, many children in the high school still have to be helped to acquire a hunger for good books, some even to acquire any hunger at all. What happens all too often in the case of ill-suited prescription or suggestion is that the child gains a deepened distrust of the teacher's judgment or a firmer determination to read only as much as is "required for passing." The more fascinating the book, the deeper and more lasting its impression. The more skillful and resourceful the teacher in his suggestions, his comments, his questions, the fuller and richer the experience of the children whom he guides.

For most young people, fiction is the readiest approach to the riches of literature, and an excellent one as well. What teacher of English would be willing to give up the knowledge of life he has gained from novels? Old favorites come at once to mind—*David Copperfield* and *Oliver Twist*, with their revelations of the joys and sorrows of young people; *The Ordeal of Richard Feverel*, with its idyllic picture of young love, youthful trial, and growth of clearer vision; *Adam Bede*, with loyal-hearted Adam, gentle, devoted Seth, steadfast, zealous Dinah, pretty, empty-headed Hetty, and well-intentioned Arthur Donnithorne. Romantic though he is, Scott too creates men and women acquaintances through whom he gives new and true views of life. David Deans in his agony over his daughter's disgrace, Jeanie Deans in her devotion to her sister make *The Heart of Midlothian* unforgettable. *Kenilworth*, with all its romanticism, shows both the depths of self-seeking and perfidy and the heights of sacrifice and nobility of which men and women are capable.

It is useless to try to separate fiction sharply into types, and to say that from one book one gains knowledge of people, from

another acquaintance with places, from still another familiarity with a period in history. All this is true, yet in nearly every story, more than one sort of value is to be found.

Take, for instance, *Romola*. Which character could one spare—Romola, Tito, Baldassare, Savonarola, Tessie? Yet how could the story be told without the historic background of Florence in the fifteenth century, its political, religious, and cultural complexities? So too with *The Cloister and the Hearth*—a mingling of adventure and heroism with historic background in three European countries five centuries ago. Who can read such stories without a fuller knowledge of the world as it was and of human nature as it always has been?

Probably it is true that most children who read easily and who are of good or superior intelligence have by the time they reach the high school already gained the habit of reading rather widely. Certainly the wide readers are apt to single themselves out from the rest in the teacher's attention by their well-stored minds, their ease and pleasure in the opening of new fields of information and experience, their interest in and understanding of things and people. Is there not an obligation upon teachers of English to see to it that wide reading shall become the pleasure and the habit of all boys and girls? Make available, then, books so full of interest that pupils will want to read as many as possible—will find it hard to tear themselves away from the books, or to wait till they have reached the end. There is no list of such books for any given grade or class, nor even for any given sort of pupil. But one of the teacher's very important functions is to help each child to discover such books for himself.

There has never before been a day when readers of all ages were so bent on keeping up with the latest output of the press. This very craze, for such it often seems, can be capitalized both to create a taste for reading where it does not exist and to improve

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the taste of those who are still under the impression that all good literature is "dry." Pupils like these last are often quite willing to read very fine literature if it is new, and from the new it is reasonably easy to lead them to similar books of older vintage.

The advertising pages of the December number of one of the leading literary magazines in any year will furnish suggestions to keep most pupils busy for months to come, following their own lines of interest and almost unfailingly being led into new interests. Besides, their reading will give them so much to talk about that conversation with their fellow pupils, their teachers, and their friends outside school will bring to their notice more and more books which they will want to read.

Scores of novels through the vividness of their narrative make history live. The child who reads them finds new life in the more generalized accounts which of necessity form the subject matter of textbooks in history. He needs to understand his own community, communities unlike his own, movements of the past and the present, causes that have captured men's allegiance. Given a body of citizens and office holders imaginatively alive to the nature and needs of community and commonwealth, much of the stupidity that blocks progress will disappear.

Our own country, both past and present, is revealed thrillingly through fiction. Either as preparation for the understanding of the history of America, or as supplementary to formal study of textbooks and reference material, the emotional insight gained through novels depicting the problems and struggles of the North, South, East, West, farm, mine, mansion, cottage, slum will be an asset difficult to acquire in any other way. Nonfiction, especially in the form of biography, gives further revelation.

And if we are seeking an understanding that shall transcend not only local barriers of ignorance, but even national barriers of prejudice and fear, can we not to some ex-

tent hasten its coming through a knowledge of other lands, other traditions, and other ways of living? We need to furnish boys and girls with a vivid realization of both past and present, of opinions, ways of thought, customs, and loyalties other than our own, if they are to cope with the bafflingly incomprehensible conditions of our time. Even travel in foreign lands fails to give some of the insight that can be had from books. Exchange professorships, foreign scholarships for undergraduates in colleges, and boy-scout journeys abroad are signs of conscious need of comprehension and sympathy among the youths of many lands. To the growing band of those in whom rest our hopes of understanding among nations, we may add the child who sits at home and reads.

To every pupil his schooling should bring not only the extended horizons, the varied interests, the quickened imagination which are the natural outcome of wide reading, but he is entitled also to such teaching in the English classroom as will quicken his sense of beauty. Whether this is accomplished through the study of poetry, through essay reading, or through the search for beauty in everyday life rests with the teacher, and must depend partly on the teacher's type of mind and interests, but still more on the particular pupils he is dealing with. There are pupils to whom the evening star as it sets behind the Cathedral of St. John gives little joy, for whom the *Ode to the West Wind* has little meaning. Yet these same pupils may work out remarkable and lovely stage settings, costuming, and lighting for a play, or they may design an airplane or a model boat that will prove beyond a doubt their perception of beauty. For these pupils the English teacher should provide opportunity to talk about their airplanes and their motor boats—the machinery they love, or whatever else represents beauty to them.

Abstract beauty—beauty of imagery, of wording, of idea, of human relationships—

seizes upon some minds, beauty of more tangible and physical sort upon others. Through either, life is made the richer—richer still of course as the senses and the mind are trained to discover and lay hold upon an increasing share of the beauty to be found by all who walk with eyes open to its manifestations.

The English teacher's obligation to train his pupils in thought and reflection is closely linked with the reading done both for class discussion and for recreation. If literature and life were not inextricably linked, consideration of books would be to a large extent an academic exercise. Where literature is true to life, thought in regard to that literature is thought in regard to life. It would be difficult and time consuming to find a basis for the discussion of human conduct and human problems without biographies, novels, and dramas. Always there should be in the minds of teacher and pupils the question whether the literature under consideration is true to life, whether the author's interpretation of action and character is in keeping with actual human behavior. Problems, emotional reactions, motives, revelation and development of character, conditions under which life is led are phases for consideration in all stories, whether real or fictitious.

Often the teacher's task is not so much to secure opinion and comment as to guide the many spontaneous contributions of the class to some degree of clearness of impression. It is not always easy to prevent aimless and valueless digressions. Yet it is possible to give pupils the experience of conducting a train of thought through to reasonably complete development. In both individuals and classes there can be cultivated a power of interpretation, an awareness of connotation, which will treble the pleasure of reading, a habit of discrimination and judgment which will lead to sound and well-supported conclusion. These ends will be accomplished only if the pupil begins to care how much he

loses through vague and slipshod thought and interpretation, only if he comes to desire to understand others and to be understood himself.

English teachers are not alone in discovering with constantly repeated shock how sadly inadequate is the ability of even the average high-school pupil to get the thought of what he reads. The humble duty of helping him gain this ability is no less difficult because of its apparently elementary nature. It sometimes seems as though those who read with little comprehension were entirely content with the very limited, or strangely distorted, ideas which they gather. To kindle dissatisfaction and desire must be the first aim. For the patience, ingenuity, and persistence required of the teacher who undertakes to develop to adult level the reading ability of his students, the best reward is his own awareness that he is giving to them a tool of inestimable value, one of whose chief services is its sharpening of the reader's own thought processes.

Extracting the exact meaning from another's words, following his train of thought, entering into his emotional experiences, looking for the connection between his ideas, applying a general truth to a specific situation, classifying an instance under a general principle, all these are ways of developing one's own ability to think, to feel, to express, to organize, to adjudge. The critical faculty must be given encouragement. Too many adults retain the childish habit of accepting everything they see in print and every opinion uttered by any one whom they respect. In reading and in actual experience, the student should learn to suspend judgment till evidence is sufficient, to withhold judgment unless he has grounds on which to base it adequately. Opposite opinions must be given opportunity for consideration, and must be carefully weighed. So only can a young person grow to mental maturity—through gaining the power to understand thought clearly, to enrich his emotion-



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al experience, to perceive thought relationships, to evaluate opinion, and to form well-balanced judgments of his own. He must practise seeing persons and events as wholes, learning to penetrate beyond detail or incident, and beneath surface aspects, to fuller truth.

In all considerations of literature there is implied the satisfaction of expressing one's own thoughts and feelings about the persons, the happenings, the ideas with which literature is concerned. Similarly there should be for every pupil the satisfaction of talking and writing about the persons whom he knows, the happenings which he experiences or observes, the thoughts which come to his own mind, and his reactions to the thoughts of others. It is partly through the process of growing up, partly through the fault of society, rather than of the schools alone, that children lose their freedom of expression, their spontaneous "speaking out" of their ideas on all subjects. The high-school age is, we recognize, more self-conscious, more inhibited, than some of the years which precede it. The responsibility for freeing children from self-consciousness, for giving effective and pleasurable release to their thoughts and feelings through the most natural of all media, their own language, rests largely upon the English teacher.

For practical reasons this ability should be a part of every child's equipment. With-

out the power of communication he is too heavily handicapped in his relationships with society to come into full development of his personality. The more mechanical and matter-of-fact phases of this need are so pressing that they often crowd out of the English program the opportunity for expression of a more informal, more "creative" sort. Yet scope for expression as a means of enjoyment, an artistic fulfillment, is a privilege to which not only those whose gifts come prominently to the fore are entitled, but all as well in whom we can discover the capacity for satisfaction through this form of development.

In choosing English as a field of activity the English teacher has undertaken probably the heaviest responsibility offered in the entire range of subjects. He has no set body of material to be "covered," no exact standards by which he can measure the achievements of his pupils. However earnest his efforts, he must still wonder whether his plans might not have been better made. He is beset by aims and ambitions which he can never hope to fulfill to his own satisfaction, and doomed to a large measure of disappointment. Yet his is after all the most challenging of opportunities, since he, more than any other member of the staff, deals with the whole child. To lead that child into the fullest possible realization of his powers, into the completest living of which he is capable, is the English teacher's task.

## WHATEVER YOU DO, DON'T MISS THE SEMINAR—

JOHN CARR DUFF

EDITOR'S NOTE: "I think you will see the reason for this title," says the writer of this article. Mr. Duff is a member of the instructional staff of the School of Education of New York University.

L. B.

A GREAT deal has been written lately about the newer type of teachers' meeting; and a great deal has been done. This article may contribute nothing new to the considerable volume of material now available on the subject. It is a restatement in another form of many articles showing how teacher-purposed faculty meetings can be, and are, substituted for the traditional type of faculty meeting where the principal, or some other administrator or supervisor, holds forth at length on some matter of his own choice.

The two selections following represent the "before and after" of teachers' meetings in one situation. The "before" picture presented here is not exactly representative of the old-fashioned meeting monopolized by the principal. Rather, it represents one of the early stages in the socialization of the faculty meetings. The second selection probably does not represent the positive pole of attainment, beyond which there is no room for improvement; but this second picture ought to be in contrast with the perfunctory kind of meeting one finds in schools where the teachers have not yet sensed the professional opportunity they have in the socialized meeting.

The incidents related here are essentially true to fact. Therefore, they may be considered case studies of a kind. The "seminars" took place in the Benjamin Franklin Junior High School during the principalship of the writer. Recently the socialized activities of the faculty in this school have been carried on under the supervision of the present principal, Mr. Harold R. Maurer. Mr. Maurer shares with the writer the belief that the faculty meeting, or "seminar" as we call it to distinguish it from the formal type of

meeting, can be one of the most effective agencies of supervision for creative teaching.

Instead of a detailed statement of the objectives and procedures and principles governing our socialized faculty meetings, the article will give in narrative form the story of what happened. The reader is at liberty to abstract for himself the fairly obvious principles involved.

### "TEACHERS' MEETING"

The superintendent of schools, presiding, made a few remarks to the group, then turned the meeting over to the teacher who had been appointed to act as chairman of that meeting. About forty teachers were present, the seventh and eighth-grade teachers from the elementary schools and the ninth-grade teachers from the senior high school. These were the ones who would compose the faculties of the two new junior high schools that would be occupied four or five months later. The meeting was one of a series of semimonthly meetings held for the purpose of "making everybody familiar with the junior-high-school idea."

Mrs. Whiting took the chair. She was equal to the occasion. She had thirty-four years of teaching experience behind her and was undaunted by the prospect of adjusting herself to whatever new demands the junior high school might make. She smiled to the group in general and gave an extra nod to the superintendent. There were many teachers in the group of forty who knew Mrs. Whiting from the days when she had presided in that same chair and had heard their lessons in arithmetic.

In the rows of seats to her right sat the grade teachers from the elementary schools.

## DON'T MISS THE SEMINAR

They were feeling a little tense and found comfort in sitting together. In the rows on the left sat the ninth-grade teachers. They felt bored, and annoyed, and just a little bit humiliated to be obliged to be there. They were high-school teachers. Six of the eleven were men. Sometimes people addressed them as professor—"Professor Knapp, I want to speak to you about George's science. . . ." It was not pleasant to be obliged to sit here with these old women and to listen to a lot of meaningless stuff about this new junior-high-school business. The chairman made some perfunctory remarks and announced that the program would consist of a discussion of the seven cardinal aims, each one presented by a member of the group who had prepared a paper showing the ways in which the "cardinal aims" in education were related to the junior-high-school program. Miss Hummel would discuss the first aim.

Miss Hummel discussed it. She was a music teacher. She stood, full-chested, stomach in, holding her manuscript far out in front of her as though it were a score. She stood before the group, the essence of self-confidence, and read what she had written about the first of the seven aims. She projected her personality. She was selling them the first aim. Some of the teachers listened attentively, as they would have wished to be listened to. Some listened raptly and heard nothing, for it was four o'clock, and a full program of classes had drained them of willingness to attend even the first of the cardinal aims.

Those in the back of the room were not listening attentively enough to know that Miss Hummel had concluded her paper, but the salvo of applause from the teachers in the front seats brought them back to the room, the meeting, and the voice of Mrs. Whiting thanking the speaker and saying that now Miss Fanny Ritenour would discuss the second aim.

Miss Ritenour seemed upset and fearful.

The chairman shot her a reassuring smile and some of the other older teachers, who had known Fanny all her life, shifted to positions indicative of pleasurable expectancy and buttressed her with smiles. The superintendent, who had taken a seat a little to the right of that of the chairman and facing the group, noticed that he was rather too close to the place where Miss Ritenour had chosen to stand.

She was reading in a still small voice. Now she was clearing her throat. Now she was reading in another voice, still too timid to recover the attention of the ninth-grade teachers who were already closing down the hatches of their ears and lapsing into a pleasant coma. Suddenly they were brought to attention by a sound in the front of the room such as you have heard when you have walked into a bevy of quails—a swish and a whirr and a terrible rushing sound that paralyzes you in your tracks. Over the confusion and hubbub they could hear the panicky voice of the superintendent saying, "Stand back. Keep back. Everything's all right." Then they saw that she had fainted into an amorphous mass at his very feet.

Somebody got water—the water that the flowers were in—and was sprinkling Fanny Ritenour's face with it. She stirred and rose up out of the shapeless pile into her own normal form, but she was paler than death. They sat her in the chair where the superintendent had been sitting and fanned her with a geography.

Everybody was awake. The chairman called the meeting to order and said that the third aim would be discussed now. But the superintendent felt that it was not the time to go on. The teachers were unstrung. He was a little unstrung himself—she had fainted right at his very feet—but he would not let them see that he was unstrung. He would talk to them to calm them. "Madame Chairman, may I say a few words at this time? . . ."

The superintendent was speaking rather



incoherently, but the teachers understood the reason for that. He was upset by what had happened. She had fainted at his very feet. He seemed to feel that they might somehow be blaming him for the fainting. He was saying that some people should not be so much disturbed by the idea of going into junior high schools, for junior high schools were nothing to be worried over and were really no different from other schools, except they had the ninth grade put in with the seventh and eighth. Everything was going to be all right, he said, and nobody should be worried about anything. Then he moved that the meeting adjourn and finish the seven aims at the next meeting. So the meeting adjourned, and the science teacher and the civics teacher hurried off together, thankful for being out at least half an hour earlier than they had expected.

#### FACULTY SEMINAR

It was three years after Fanny Ritenour fainted, almost to the hour, that she gave a demonstration at a seminar program. Monday afternoon at the hour set for the faculty seminar the teachers assembled in Room 3 and Miss Mason, chairman of the seminar committee, told them the nature of the program. They were to go over to the foods laboratory and pretend they were a class. Miss Ritenour would conduct the class just the way she conducted her regular classes. The faculty went over to the cooking laboratory and put on aprons provided for them. On the blackboard was a recipe for fudge. Miss Ritenour organized the class and there was feverish activity for fifty minutes. It took longer than a regular class period to do the work that pupils would do in one period, for the teachers were not trained in following directions and they got in one another's way a great deal. But at the end of the period they had their fudge—these who had followed directions just right had *good* fudge—and they had a new respect for Miss Ritenour. For nobody

had ever realized how much skillful planning and management are necessary to get a whole class through a rather complicated experiment and all the dishes and utensils washed and put away in fifty-five minutes. There were two teachers from a neighboring district visiting that afternoon, and they went along and made fudge too. They were impressed with the good fellowship that was apparent among the teachers. About a week later the principal of their school wrote a letter to the principal of our school and asked when we planned to have another such demonstration.

There were no more cooking demonstrations of course, but we did have demonstrations of some other subjects. Sometimes the teachers were the class, and other times a group of pupils from the school gave the demonstration, supervised by the teacher. Our faculty seminars were of an endless variety, some of them more interesting, some less, but all were looked forward to with zest and remembered pleasantly.

One of the most representative programs was the one when Mr. Harned and Mr. Roberts debated against Mr. Speyling and Mr. Wright. Wright taught science. He was requiring his pupils to keep science notebooks, and the usual unpleasantness resulted over notebooks not "brought up-to-date." Harned had gone through the notebook stage in his teaching—his subject was social studies—and he was annoyed to learn that pupils in his homeroom were being kept in after school to finish their notebooks. He knew better than to object directly to Wright about it, but one day in the men's restroom he started an argument with Roberts on the notebook question. They knew Wright would be drawn in. He was. He had to defend his own practice. The argument was good-humored, and Roberts suggested that they recommend the subject to the seminar committee as appropriate for study and group discussion. Two weeks later they debated the question. Mr. Harned—

## DON'T MISS THE SEMINAR

Bill to all his friends—met the principal in the corridor and collared him.

"Listen," he said, "whatever you do, don't miss the seminar this afternoon. You're going to see something good. I'm going to show Wright up on the question of notebooks. It's a debate—four of us. You'll be there?"

The principal was there. So was the superintendent, by chance, and a visitor, a professor from New York University. Miss Mason was presiding. The first part of the program was a paper read by McKechnie on thrift. He was chairman of the thrift committee, which means director of school banking. Everybody knew he was a good man in the job, but nobody guessed that he could write so well. It was an excellent paper, and the State school journal published it as the leading article in the January issue.

Nobody knew either that Stone, the shop director, could handle words almost as skillfully as he handled tools. His paper gave the teachers a fuller realization of the purposes of the general shop, or the cultural possibilities that can be drawn out of type and ink, nails and glue, wood and tin. When Stone had read his paper they had a higher regard for shop instructors, and Stone had a higher regard for himself.

The debate came next, and Harned and Roberts had their opponents on the hip from the first. Wright was converted and gave up the sinful habit of requiring notebooks, and many members of the faculty who had probably been teetering on the brink were saved to grace. Of course, nobody knew that Harned had ulterior motives in debating the question; but he rightly thought of himself as a hero and a missionary.

After the debate Sally—that is, Miss Ma-

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son—introduced the professor from New York. He was to make an informal talk to the faculty on some subject related to his field. The seminar adjourned to the clothing laboratory where the tea things were spread. The home-economics girls served. When everybody had had a cup of tea and some ice-box cookies, and while some were sipping their second cup of tea, the professor talked to the group. He was bland and informal. He talked about college entrance requirements, particularly about the difficulty some otherwise successful students experience in passing the mathematics requirements. What he said was not sensational, but over the teacups it was appropriate and reassuring. He had come from a great school of education, and he brought us cheer, for he spoke our language and we got his allusions and felt that we were doing the right things. It was a very good meeting, that seminar. Harned has said several times that it was the best meeting we have ever had. I am inclined to agree with him.

## MENTAL HYGIENE AND ITS ADMINISTRATION IN THE HIGH SCHOOL

NORMAN FENTON

EDITOR'S NOTE: Dr. Fenton received his Ph.D. at Stanford University and served in the Psychiatric Division of the A.E.F. during the World War. He was for several years a professor of education at Ohio University, Athens, Ohio, and for the past four years has been director of the California Bureau of Juvenile Research. This Bureau maintains a Traveling Child Guidance Clinic which serves a great many centers in the State. Where full coöperation has been given, the number of delinquent children sent to State institutions has been materially reduced. This article is one of a series on mental hygiene in the high school, edited by W. M. Proctor.

W. M. P.

ALTHOUGH one of the earliest uses of the term "mental hygiene" in published writings occurred in the early sixties of the last century, little attention was given either to the concept or to the educational implications before the second decade of the twentieth century. At this time, the mental-hygiene movement assumed considerable significance, as a result of a number of factors, perhaps most significant of all the organization and expansion of the National Committee for Mental Hygiene. Events after the entrance of the United States into the World War were the decisive factors which brought the significance of mental hygiene to the popular attention. The armies of the combatant nations had been confronted almost from the beginning of the war with cases of "shell shock," which mystified the medical profession and aroused a kind of superstitious awe in the lay mind. As one phase of the preparation of the United States Army for the battlefields, a new division of the army medical service was developed, called aptly the Neuropsychiatric Division. In a relatively short time it was necessary for the staff of the National Committee for Mental Hygiene to plan for the special training of several hundred physicians for war service in connection with the problems of mental and nervous diseases.<sup>1</sup> The fact that this organization, subsidized in part by the Rockefeller Foundation, ac-

tually recruited the necessary medical and nursing personnel served not only to give the National Committee nation-wide standing but to make the term "mental hygiene" widely known over the country. It is a noteworthy commentary upon the efforts of the late Thomas W. Salmon and his colleagues in this venture that the American Army, utilizing all available scientific information and especially the hard-won experience of the Allied forces, was able to develop an organization adequate to meet this threatened serious loss of man power in the United States Army in the field. Whereas in the early years of the war, shell shock and other nervous and mental disorders of soldiers had proved to be a serious obstacle to the efficiency of the other armies in the field and especially to the medical service, in the United States Army, when the neuropsychiatric organization was fully launched, nervous and mental disorders were comparatively few in number and were given timely and excellent medical treatment.<sup>2</sup>

The success of the Neuropsychiatric Division of the United States Army was due, not to the fact that the members of the personnel were better trained in the general field of nervous and mental diseases than their medical colleagues in the other nations at war, but rather because of the administrative procedure employed in the handling of cases of the Neuropsychiatric Division of the A.E.F. in coöperation with the psychi-

<sup>1</sup> *The Medical Department of the United States Army in the World War*, Vol. X (Washington: U. S. Government Printing Office, 1929).

<sup>2</sup> N. Fenton, *Shell Shock and Its Aftermath* (St. Louis: C. V. Mosby, 1926), Chapter I.



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atric and psychological forces in the camps in America. The success of this program developed by Salmon and his associates was due to the utilization of the research technique in connection with the development of an administrative procedure.

Since the war, the program of mental hygiene has been most actively advanced in the field of child guidance. Many of the men in the Army who showed especial ability and aptitude in psychotherapy have since gone into the field of child guidance. Under the leadership of Salmon,<sup>3</sup> and with the excellent support of the Commonwealth Fund, the child guidance movement was launched about 1921. At that time there were no clinics in operation of the type which are now called child guidance clinics. At present there are nearly five hundred communities which have available the resources of the child guidance clinic. In other phases of life to which the concepts of mental hygiene may be applied, there has been similar progress. Thus, at the present time, all strata of society, all types of workers, are being influenced by the concepts of mental hygiene.

So widespread has the interest been in mental hygiene and its implications that this article would merely be a repetition of many others were it to concern itself solely with such relatively new terms in everyday speech as inferiority feelings, emotional complex, introversion, sublimation, repression, and the like. The main concern of this article is the description of an administrative technique which may be of service in connection with the mental hygiene of elementary- and high-school students.

Regarding the expressions of mental maladjustment which are seen in the school-age children, the explanation which is offered here only as schematic and suggestive may, however, be an aid to understanding.

<sup>3</sup> B. Glueck, "Thomas W. Salmon and the Child Guidance Movement," *Journal of Juvenile Research*, Vol. XIII, 1929, pp. 79-90.

It seems that, for schematic purposes, we may divide the manifestations of maladjustment of children into three groupings. At the outset it must be recognized that the validity of these groupings has not been proved scientifically; it will take considerable further research and study before we can accurately define the problems of mental maladjustment in this way. And yet this explanation is valuable in connection with one's thinking about the problems of mental hygiene and up to the present, at least, has not been proved to be inaccurate.

With the recognition of its limitations, a threefold classification of symptoms may be helpful. Such a classification would not apply merely to mentally unstable or maladjusted individuals, but rather would be inclusive of practically all children. First of all, at the lowest level there are minor expressions of mental unwholesomeness in symptoms such as general nervousness, worry, fear, temper tantrums, seclusiveness, bashfulness, negativism, insomnia, nightmare, and the like. Many of these individual symptoms are outgrown or pass away even with relatively little care and treatment. Studies at the University of Minnesota<sup>4</sup> have shown that children of the preschool years show on the average about three symptoms of the type listed under this category. In other words, these difficulties are widespread among children and, although not to be regarded as insignificant or to be treated casually, there is no basis for grave concern in the minds of parents or teachers at the presence of some of these symptoms in young children.

A second level is that in which there is a combination of symptoms or perhaps a single very serious one which interferes with the effectiveness and happiness of the child. Sometimes, too, these conditions are a source of much concern to parents and

<sup>4</sup> Anderson and Foster, *The Young Child and His Parents* (Minneapolis: University of Minnesota Press, 1927).

teachers. The difficulties which make up this category include such things as marked insubordination, frequent truancy, extreme seclusiveness, and serious emotional problems. Whereas the types of difficulties listed under the first category are universal, those at this level are rarer.

Findings of the White House Conference committee of specialists in the field of the mental health of childhood are to the effect that about one in three "of apparently normal children of self-sustaining families" is sufficiently maladjusted mentally or socially to "necessitate treatment."<sup>5</sup> These findings indicate the immediate necessity for much wider mental-hygiene service to the children in the schools of America.

In the third category of childhood mental or social maladjustments are the extreme cases. These include the serious problem children in school, the delinquents, and the markedly nervously or emotionally unstable. Numerous estimates have been given as to the frequency of occurrence of these conditions. Obviously their incidence would vary with the individual school and neighborhood. Estimated conservatively, the frequency of occurrence of the problems of the third category is about three among one hundred children.

Presented in this schematic way, the evidences of maladjustment in children can be given some perspective in thinking. Obviously, parents and teachers are to be concerned but not alarmed at the appearance of symptoms in the first category. However, the symptoms of the second class are of much graver significance. It is here that the techniques and procedures of mental hygiene should be more widely used. Just as in the case of the physical hygiene of children, so likewise in their mental hygiene the most effective agents for the dissemination of information and for the carrying

out of desirable therapeutic measures with children are the teachers and administrators in the schools. While it might be desirable, ideally, to have a physician for every school, we have made notable progress in physical hygiene through the instruction of teachers and administrators in the principles of physical hygiene and through the introduction of the school nurse as an integral part of the school system. So likewise, while it might be helpful ideally to have a well-trained psychiatrist available for each school, it is doubtful if the near future will see any such panacea achieved. Instead, the program should be to have available good psychiatric consultants for the school system and to employ as part of the school personnel the two most useful and necessary mental hygienists, the counselor and the visiting teacher. The first of these specialists is already available in most progressive school systems. The visiting teacher or psychiatric social worker in the public schools is not employed so widely as she should be. Perhaps the term visiting teacher is a poor one, as it is so often confused in the minds of educators and laymen with the home teacher who is assigned to teach crippled or deformed children in their homes. Far better, perhaps, would it be to use a term like home counselor. Essentially, the visiting teacher—or, better, home counselor—is the intermediary between the school and the home and assists also in carrying out treatment.<sup>6</sup>

It was stated previously that the major purpose of this article is to suggest an administrative technique in connection with the mental hygiene of high-school pupils. As has been pointed out, the experiences of the United States Army in France demonstrated the significance of an adequate administrative plan in the large-scale application of the principles of mental hygiene.

<sup>5</sup> Preliminary Committee Reports, White House Conference on Child Health and Protection (New York: The Century Company, 1930), p. 69.

<sup>6</sup> Howard W. Nudd, *The Purpose and Scope of Visiting Teacher Work* (New York: The Commonwealth Fund Division of Publications, 1928).

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So likewise in the schools, what is needed is an administrative device for the organization of mental-hygiene activities. The procedure to be discussed here is being tried experimentally at the present time in several high schools. A number of encouraging reports have already been received. More widespread application of the technique in a greater variety of situations is needed.

Actually, there are a great many more mental-hygiene resources in the schools than is usually realized. For example, there are many teachers and administrators who have studied the subject and are gifted in the application of mental hygiene to the problems of maladjusted pupils, even though they often may not be aware that they are applying mental hygiene. Likewise, as previously mentioned, the counselor is becoming a commonplace in progressive systems. The administrative device suggested here aims at the coördination of the information and activities of these persons for the purpose of formulating and carrying out a definite program of mental hygiene for the individual pupil.

The essence of the child-guidance-clinic procedure is the pooling of information of the three specialists who compose it—the psychiatrist, the psychologist, and the psychiatric social worker—in arriving at an understanding of the child's problems and in formulating a program for his adjustment. It would not be practical for the school system at the present time to introduce child guidance clinics on as large a scale as is needed. The minimal estimates for the cost of operation of such a group is about fifteen thousand dollars a year. Fortunately, most of the cases which occur in the high schools are not of sufficient seriousness to need study by the complete child-guidance-clinic group. It is for these, as well as for cases on which consultant service should be obtained, that the administrative technique now to be described is useful.

In a number of high schools at the pres-

ent time they are trying out the procedure of holding conferences (called educational councils) about once a week to discuss the problems presented by individual pupils. To do the work adequately, only one case is considered at each meeting. At these conferences usually are present the child's teachers, the administrative officers concerned with him, the school nurse, the counselor, and the school physician, if such staff members exist. In cases that have gone beyond the jurisdiction of the school, the probation officer is invited to attend.

The procedure involved in the study and treatment of a child is as follows. To be specific, let us consider the case of a pupil in the tenth grade who has begun to show signs of disinterest in his work, evidences of general nervousness, a tendency towards insubordination in the classroom of one of his teachers, and who, according to reports which have come to the principal from certain sources, is associating with a group of older boys who have been notorious in the community in connection with minor delinquencies. The school counselor is concerned about the case because during the previous year the boy had made an especially good record; the change in his personality on this account is rather marked. In all probability, this case would be brought to the attention of the educational council through the combined efforts of his teacher and the counselor.<sup>7</sup> If there is no social worker in the high school, the counselor prepares the social history, bringing together the facts from the home, the school, and the neighborhood.<sup>8</sup> The counselor will also perhaps make a number of educational and psychological

<sup>7</sup> This is perhaps a poor example to use. In all probability, the difficulties considered by the educational council would more often be academic in character, or else of a personal type leading to unhappiness or ineffectiveness in otherwise well-meaning and orderly pupils, rather than problems falling under the general caption of predelinquency.

<sup>8</sup> In getting this social history, counselors are using a short pamphlet, *Social History Outline*, by Dorothy Brinker (Bulletin No. 1, New Series, California Bureau of Juvenile Research, 1929).



tests supplementing those already in the files. The school or family physician makes a physical examination. If there is no psychiatrist included in the school group or educational council, the emotional problems presented by the child are also covered by the counselor. It is evident that the training of the counselor to qualify him for this work should include actual study and training in a child guidance clinic.

After this material is accumulated, the administrative officer of the school heading up the educational council, preferably the principal or one of the vice principals, calls the group together. At the council session the material is presented in the following order:<sup>9</sup>

1. The child's social background
2. The findings of the physical examination
3. The psychological and educational test ratings
4. Information gained by the counselor from an interview with the boy

After hearing this information, the group discusses the child's problems, evaluating the significant factors of the case and going into the discussion of the objectives of treatment. Finally they formulate certain definite, though tentative, recommendations regarding the future treatment of the boy. The counselor, who is in charge of the files, will thereafter be responsible for checking on the carrying out of these recommendations. Usually the collaboration of school officials, members of the boy's family, and others is involved in any program of treatment.

Sessions of the educational council, in the schools where it is being tried, occur at weekly or biweekly intervals, depending upon the size of the school and the nature and

seriousness of the problems presented by the pupils. There are a number of injunctions which need to be emphasized. Above all, the confidential nature of the material presented must be respected. If this injunction is not carried out, the child may be harmed and the school administration seriously embarrassed. Among other considerations which must be brought to the attention of those who participate in the educational council are the facts that improvement is gradual in occurrence rather than sudden and miraculous, that there are fluctuations in the progress of a pupil, that recommendations must not be considered final but must be varied according to the needs of the child and the changing circumstances of the case, and that the group is a council for the welfare of the child, not a seminar in which some one is presenting and defending a thesis.

At the outset of the experimentation with this administrative technique, the term clinic was used instead of educational council in some of the groups. It seems preferable to avoid the use of the term clinic except where there is a definite clinic set-up, including the adequate and necessary personnel. In other words, it is essential to emphasize the fact that the educational council is not taking the place of the child guidance clinic for serious cases of maladjustment, but rather that it is handling the types of cases of a lesser degree of seriousness usually not referred to a child guidance clinic. The educational council, therefore, serves as a preventive agency. Just as the program of the child guidance clinic is enabling communities to care for problem children in their own homes and to avoid the necessity of sending them away to some State or county institution, so likewise is it hoped that educational councils in the high schools and elementary schools will get cases in the early stages and, through timely guidance, avoid the necessity of referring children to child guidance clinics.

In closing, one last value of the educa-

<sup>9</sup> For further information regarding the order of procedure, see *The Visiting Child Guidance Clinic of the California Bureau of Juvenile Research: Manual for Community Workers*, by Dorothy Brinker and Norman Fenton (Bulletin No. 5, New Series, California Bureau of Juvenile Research, 1931).

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tional council should be stressed; namely, the training value for those who compose the group. This may be the greatest value of all. The teacher and the administrator will be awakened to a realization of the mental-hygiene aspects of child development

and will so guide and help the children showing incipient signs of mental and social maladjustment as to prevent the occurrence in many of them of symptoms serious enough for the consideration of the educational council.

## LET'S TALK ABOUT SUPERVISION

HOWARD G. SPALDING

EDITOR'S NOTE: Dr. Briggs characterizes the author of this article as "a brilliant young man." His work is in the Canal Zone. Mr. Spalding "talks about supervision" in a very convincing way; he is principal of the Balboa School, Balboa Heights, Canal Zone.

F. E. L.

THE scene of the following conversation is, we may assume, the second floor of Balboa School. The wind rustles gently the leaves of the trees in the patio. From the third floor comes the strains of *Le Pere de la Victorie March* and the steady thump and clatter of typewriters as Miss Amundsen's students practice their asdfg's. The subdued hum of a school at work, punctuated by the occasional staccato questions of an over-anxious teacher, is heard as the curtain rises and continues throughout the act. Students pass occasionally on their way to the library or to some classroom. One of the teachers and the principal are discovered seated at the tables overlooking the patio. They have just finished discussing the work of a class. The conversation has turned towards the function of supervision in the educational scheme of things.

PRINCIPAL: I'm glad you raised the question as to why we have supervision in the schools. It is something that probably needs talking about, and I am sure thinking it over together will help me to clarify my ideas on the subject. It will also give us an understanding of each other's viewpoint. Why do you think we have supervision in the school?

TEACHER: Well, I can see several reasons. First, of course, it is necessary for the administration to have a check on the work that is going on in the school. Then a super-

visor can see points in teaching that a teacher in the midst of his work is likely to overlook. The books say that the supervisor should broaden the professional viewpoint of the teacher, but I don't think I should go further until you have answered the same question.

PRINCIPAL: I was interested in the order in which you mentioned those three points. That is the order of their importance, as you see it, is it not?

TEACHER: Why, I hadn't intended to rank them that way, but I believe that is about the way they should be ranked.

PRINCIPAL: I think the order should be reversed. Sanderson, the great English headmaster, used to remark that the main job of a principal was to go about and watch the good work go on, that teaching is exacting work that exhausts the nervous and physical resources of the teacher, and that it is the principal's job to restore energy and enthusiasm.

TEACHER: If the supervisor is supposed to give more enthusiasm, why is it that teachers sometimes look upon you—I mean the supervisor's—visits with dread?

PRINCIPAL: That is an important question, and I notice from the way you asked it, a rather "touchy" one. We must answer that before we can get far. First, I believe I should say that here in Balboa School the

situation seems to be improving decidedly in that respect. There has been, I believe, greater frankness and friendliness this year than last, and I am sure that several of the teachers are more enthusiastic about their work than they used to be. But the problem is a serious one here and elsewhere. We must remember that supervision—or we should say inspection—started many years ago when the district school board held its “visiting day.” The village parson, the merchant, and a farmer or two on the school committee called upon the teacher to find out what was wrong with the school. In most cases their visit was made with the idea that they would be discredited as education A1 experts by the community unless they could find plenty of things that were wrong. I suspect many a good teacher suffered complete mental and emotional paralysis at the thought of the event. Next, the duty was transferred to a district superintendent who was not professionally trained and who could do nothing but inspect. Then the principal was called upon to do the job, but was so poorly trained and was so loaded with teaching and with administrative routine that his supervision was in most cases only inspection. It is only within very recent times and today only within the best school systems that superintendents, principals, and teachers have been able to meet on a professional basis. The idea that supervision is inspection is very strongly intrenched.

Another reason why the supervisor does not always arouse enthusiasm is that he is not always in a state of enthusiasm himself. You remember the time some one asked Emerson the question, “What makes life worth living?” “That,” he said, “depends upon the liver.” All of us have our days.

Still another reason is the supervisor's incompetence. One of the best school principals I know, and apparently one of the most honest, head of one of the outstanding high schools in Michigan, remarked to me a few years ago, “You know, this business

of supervision is mostly bluff.” I have no doubt he was a good supervisor, but he was voicing in a half-serious manner a serious criticism of supervisors. No supervisor has the ability and the knowledge for first-class supervision in all subjects, so there is a temptation to sit through a class with pontifical solemnity, make some noncommittal remark upon leaving and to call that supervision. Most of us principals know our shortcomings and are afraid others will discover them. However, I am quite sure, in spite of what I have just said, that any reasonably competent supervisor can improve instruction to some extent in all subjects. But he will have to drop the “sees all, knows all” attitude before he can do it.

TEACHER: It doesn't seem quite fair to place all of the blame for this condition upon the supervisor. I know that many teachers have a more or less antagonistic attitude towards supervision. It must be difficult for the supervisor to cooperate with some one who doesn't want to cooperate with him. There is something of the “vicious circle” idea in the situation, isn't there? We must break this vicious circle somewhere if we are to get our supervision on to a professional basis. We must rise above personalities and discuss educational problems in the same manner as two doctors discuss a patient's diagnosis or two judges confer on a case before the bar. Here is a point that just occurred to me. If the first duty of the principal is to arouse enthusiasm, does that mean he is to be a “cheer leader”—a “glad hander”? I'm suspicious of that kind of folk.

PRINCIPAL: So am I. No, I think we'll have to go deeper than that. What gives you enthusiasm for your work?

TEACHER: I have the answer for that. I am enthusiastic about teaching because I think it is the most important work in the world. I know that if we could have one generation of well-taught children, we would have a far better world than we now



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have. I like to feel that what I am doing helps in making the world a fairer place for coming generations. That sounds terribly idealistic, doesn't it?

PRINCIPAL: We need to be "terribly idealistic" in our profession. You have the professional teacher's viewpoint. Do you always feel that way?

TEACHER: I should say not. Yesterday, after I got through with my fourth-period class, I would gladly have swapped jobs with a ditch digger!

PRINCIPAL: And that is exactly where the supervisor comes in. If you had had some one to recall to you the fact that there are in your fourth-period class boys and girls who, in a few years, are to be professional men, artisans, mothers, the builders of this better world we dream about, you couldn't have been disgusted with them or with your job. If you had had some one with whom you could have discussed your problems in a friendly manner, I'm quite sure that you would have found a solution for your difficulties and a new enthusiasm for your work. But there is more to supervision than that. Our professional faculty meetings with their discussion of fundamental educational problems should be the keystone of our supervisory program. The bulletins you receive from time to time with their discussions of school problems are supervisory devices. If I can ask you a question that sets you thinking, that is supervision. I imagine Socrates asked some questions of his fellow citizens that troubled them the rest of their lives. I wish I could ask such questions about your purposes in teaching, about the importance of your subject matter, about your methods, about your relations with your students and fellow teachers. When we are thinking about the important things in education, we will be enthusiastic about our work.

TEACHER: Don't you think a little praise now and then would help?

PRINCIPAL: Certainly, but praise and tact

are dangerous. The danger lies in the possibility that the giver will be, or will be suspected of being, insincere and untruthful. Tact, according to Webster, is "ability to deal with others without offending." But in practice it too often degenerates into white lies, half truths, flattery, and undeserved praise. It is difficult to be truthful and tactful. Often the choice between integrity and popularity has to be made, and there is only one choice for the honest person to make. Stuart Chases's chapter on "The Luxury of Integrity" in *The Nemesis of American Business* is illuminating in this connection. Yes, genuine, sincere, honest praise is needed. Every teacher is doing many praiseworthy things. These should be noticed and generously commended.

TEACHER: Don't you think we are a long way from the classroom? I thought the job of the supervisor was to make specific suggestions for the improvement of teaching.

PRINCIPAL: That is one of his important jobs. But the relationship that exists between the supervisor and the teacher is fundamentally important. We must break the "vicious circle." Can you recall any time when any suggestion I made really helped you?

TEACHER: I believe I may as well admit one thing before I answer that. Just the fact that I know my work is of interest to you and that you are apt to drop into the classroom helps to keep me doing my best. I taught for two years under a principal who was obviously not interested in education. He later became an insurance salesman. It was most exasperating, I tell you, to try to talk education with him and end up by talking about next Saturday's football game or the Rotary Ball. I soon reached the stage where I said, "Well, if school doesn't make any difference to you, it doesn't to me" and spent the rest of my time in that town enjoying myself. Further, I know that I do more and better work when I am held accountable for serious effort. My father used

to say, "The average man is as lazy as he can be and still keep from starving to death." Of course, I don't consider myself lazy—except during summer vacations—but a little checking up does help.

PRINCIPAL: I'm glad you said that. I would have, had I not been too . . . er . . . tactful.

TEACHER: Specifically, I think there have been a few times when your suggestions have helped my teaching. The idea you gave me about planning the general outlines of each unit and selecting the big ideas before studying the details has helped me in making the important ideas of the course stand out as they should. There was the time when you called my attention to the fact that I was talking too fast and was not giving the students time to think. The magazine articles and newspaper clippings you gave me the other day were useful. Last month, when we worked on the oral-recitation situation, I was quite sure I could see improvement all along the line.

PRINCIPAL: That certainly is encouraging to me. You know the supervisor likes to feel that his efforts are making a difference. Now all of those things you have mentioned were things you knew perfectly well yourself. It is the supervisor's job, first, to recall to mind "things forgot," classroom practices, methods, routines, and procedures. Secondly, it is his job to serve as a coördinator within the school—to discover the problems that are common to several departments and to plan for concerted action upon them. In the third place, it is his job to be constantly on the alert in his visiting, his reading, and his thinking for new and better ways. Yes, specific suggestions do have a large place in supervision.

TEACHER: Suppose you suggest something that I do not feel will work?

PRINCIPAL: Then I believe you should say that it will not work and give your reasons. There should be many such occasions, for you are closer to the class than the super-

visor can possibly be. A conference is an occasion for professional discussion, not dictation. On the other hand, if a suggestion is made and apparently accepted, I believe the new way should be given a fair trial. It seems unfair to the supervisor to be left with the impression that the change will be made when it will not. It would be encouraging to him to know if it succeeds. He certainly should know if it fails—otherwise he may continue to prescribe the wrong method in other similar situations.

TEACHER: That seems fair enough. Now let's get back to my first point. Don't you think there really is an element of "checking up" in supervision?

PRINCIPAL: Checking up on whom?

TEACHER: On the teacher, of course.

PRINCIPAL: I don't think that is where the emphasis should lie. The important person in the school is the student. Whatever checking up is done should be in terms of the student—what he is doing, what he is getting, what he is becoming. The public has a right to expect, in terms of student development, a fair return on its huge expenditures for education. We ought to be more desirous of checking the progress of our students than the most critical parent. The supervisor should help by means of objective observation, tests, and other means at his disposal to check up on the progress of the pupils so the teacher can better see the direction in which improvement lies. I believe the professional teacher should welcome assistance in this kind of check-up.

TEACHER: Failures will reflect upon the teacher. . . .

PRINCIPAL: . . . And the principal, equally. Is it common sense to believe that a principal enjoys seeing inferior work being done in his school? No, poor work is as much a reflection upon the principal as upon the teacher; and he will have to bear the responsibility for it just as directly as, possibly more directly than, the teacher. A principal who shifts the responsibility for

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the shortcomings of his school upon the teachers or who sidesteps the attacks of irate parents cannot expect the confidence of his faculty. Without that, his usefulness is decidedly limited.

TEACHER: It seems to me that when you take notes during your visit to a class this puts emphasis upon the "checking" feature.

PRINCIPAL: Possibly so. I have read the opinions of a good many people upon this point and I find that they are about equally divided. It seems to me that in a proper professional situation a teacher would prefer to feel that the work is being observed carefully rather than superficially. My memory is inadequate for retaining all of the points that come up during a classroom period. Also, I am often taken to other work when I return to the office, and the notes are a great help later in recalling the lesson and in preparing for the discussion with the teacher. If you prefer that notes not be taken, I'll do the best I can without them.

TEACHER: It does seem that the pupils will get the idea that I am being checked.

PRINCIPAL: Not necessarily. The pupil's attitude is important, and we should try to get each student to feel that a supervisory visit is a normal, everyday occurrence and that there is no cause for excitement. Otherwise the learning situation will not be a normal one. I hope you can convince your classes that my presence in the room should be a matter of complete indifference to them. Of course, I expect you will feel the same way yourself.

TEACHER: After this talk I expect I shall. Wouldn't you like to come to my fourth-period class tomorrow?

PRINCIPAL: Certainly—unless the invitation is prompted by tact! You know, after our mention of that admirable quality, I am on the alert for it. Do you have some special

reason for wanting me to come to class?

TEACHER: I do have. On our present unit of work the interest of the class seems to have lagged. This section was my best; but lately, group reports have been poorly prepared and individual recitations show careless preparation. It has been evident for some time that something was wrong; and yesterday, I told them so—which, of course, didn't help matters any. You see, I have the problem of restoring the pupils' enthusiasm and doing some good supervision. I would like to have you see what you can suggest to help.

PRINCIPAL: I shall be glad to, but no cures are guaranteed. I am eager to get into the classroom as often as possible; for I know if I do not, I shall become more worthless as a supervisor than I now am. You remember the story of Antaeus, the giant, who wrestled with Hercules and renewed his strength every time he touched the ground? We school people are all like Antaeus. It's by "touching the ground," by watching the wheels go around in the heads of boys and girls that we learn and grow. By the way, what have you been doing to Robert?

TEACHER: Nothing of which I'm specially aware. Why?

PRINCIPAL: I talked with him in the library the other day. He was full of enthusiasm over a book you had mentioned in one of your classes. He said he was getting more out of your course than any he had ever had in high school. He even talked about working his way through college. You certainly are doing some educating in Bob's case!

TEACHER: Tact?

PRINCIPAL: No, I mean it.

The gong rings for the end of the period. The hum of activity rises to a crescendo and several hundred boys and girls throng the corridors.



## SCHOOL-NEWS COLUMN

EDITED BY S. O. ROREM

*Our readers are invited to report the one most interesting item concerning their school for this column.*

Richmond, Virginia, junior- and high-school principals meet together for one hour twice a month to consider questions concerning coördination of work, credits, educational guidance, courses of study, and curricula.

Little Rock, Arkansas, gives each junior-high-school child a period in his daily schedule for free reading, under the supervision of a teacher assigned to direct the interests of the pupils.

Austin, Texas, employs an activity program with a definite time within the school schedule in which to organize and initiate all the many appropriate activities that lie outside the actual classwork.

Flint, Michigan, schools are compiling condensed outlines for all subjects of junior and senior high; these are not more than six pages, showing what is offered in the subject, why it is offered, and what the pupil should expect to receive from it.

Lewiston, Idaho, cares for individual differences by providing three levels of work and giving pupils an opportunity to earn the highest mark given for quality and effort at any level.

Spencer, North Carolina, asked the grammar-grade and high-school students to rate their teachers on the basis of twenty-seven points in a teacher-rating blank. A pupil-checking sheet is used by pupils in rating themselves.

Yankton, South Dakota, will substitute for the conventional speaker type of commencement exercise a two-part ceremonial consisting of brief demonstrations of class

projects in various subjects and a combined pageant and lecture entitled "The Trials of Life."

Billings, Montana, in the seventh to ninth grades uses the Junior Red Cross homeroom work to advance many school projects, character-building ideas, and community activities.

Rome, New York, employs a citizenship project in the regular campaign and election of student officers in the junior high school; the qualifications, election inspections, nominations, procedure of campaigns follow the students' ideas, not necessarily in the same manner more than once.

Laramie, Wyoming, has arranged the course of study to permit average or above average students to complete the school course in eleven and one-fourth years, by merging much of the work in the eighth and ninth grades.

Sherburne, New York, central schools are putting special merit into their school activities, emphasizing their newspaper, dramatics, and handicraft as the outlets for student creative effort.

Tucson, Arizona, before the establishment of junior high schools had withdrawals of 29.03 per cent in grade nine; after one year of the junior high school withdrawals had dropped to 14.5 per cent.

Bellingham, Washington, is emphasizing "aptitude and ability" finding through the intensive and extensive use of club organizations.

## BOOK NOTES

EDITED BY MILDRED BATCHELDER

Books about the stage have a perennial appeal. Whether they are fictional or biographical or descriptive there is always the chance that they may carry us across the bridge to some of the realities and unrealities behind the curtain. In *Broome Stages* by Clemence Dane there is intimate contact with a family of actors and stage managers in their theater life and in their home relationships. The prefatory chapter surveys the family. "All the Broomes have charm: it is their epithet. The Broomes, indeed, may be said to have established charm as a social asset, just as they have established the stage as socially virtuous. This last achievement has taken them some two hundred years to accomplish. . . . Even in their own stage world they are difficult to know, perhaps because they have ceased with the years to be true stage folk. They are, by persistent playing of the classics and constant intermarriage with stage-struck superiors, long since grown into gentfolk who use the stage as a profession."

The first Richard Broome had a most astonishing entrance into the world of actors. When a boy he fell from a hayloft into a group of strolling players. They were in search of a suitable person to play Oberon for "Midsummer Night's Dream" and found Richard a willing and useful addition to their company. Richard's descendants were true to their ancestor in their passion for the stage. Their connections with it varied. Often they were talented actors and actresses, sometimes stage managers and playwrights, and, to the horror of the older part of the family, there was finally a cinema actor. These are real people, not puppets, and from infancy through years of achievement and success to the time when the next in line takes command they develop consistently and convincingly. There is Broome after Broome who had his share in the world of the London theaters from 1715

until 1919 and this makes the novel a long one but no one has any objection to length in a story when it is a good one. This one is.

To leave families for individuals, it seems that the autobiographical urge touches most of us at one time or another but many of the books of this kind have been written by people who, in span of years, have lived the major portion of their lives. There is a new autobiography, *Half Way* by Cecil Roberts, which is unusual because it is written as the author is thirty-five and has lived half of his prophesied "three score and ten." The author has had a life full of varying experiences and he relates them in the vivid manner of a journalist-novelist-poet. His entrance into the field of journalism was at an early age and his work there included working up on an English paper and doing reporting in many branches of service during the European War. He is one of those people who has met some of the outstanding figures of his time and gives new glimpses of Conrad, Masfield, Zangwill, and Stephen Phillips. Lecturing in the United States appears to be either very pleasant, very satisfying, or very remunerative for Roberts indulges several times in that popular European form of diversion and his impressions are good reading. Philip Gibbs in his preface commends the book and describes it as "the intimate revelation of a mind endowed with many talents in a precocious boyhood, sensitive to the beauty and romance of life, yet realistic, ambitious, and adventurous."

The following books are selected from the "Booklist" which is published by the American Library Association.

*Only Yesterday; An Informal History of the Nineteen-Twenties*, by FREDERICK LEWIS ALLEN. New York: Harper and Brothers, 1931, 370 pages, illustrated, \$3.00.

Presenting his material in much the same manner as did Mark Sullivan in *Our Times*, Mr. Allen writes of the years from the spring of 1919 to the present. It is a kaleidoscopic picture of American politics, society, manners, morals, and economic conditions, whose quick changes seem arbitrary and without reason at the moment but, when looked upon even from this short perspective, are shown to have been a natural result of the past, either culminating or reactionary.

*Eyes on Russia*, by MARGARET BOURKE-WHITE, with a preface by MAURICE HINDUS. New York: Simon and Schuster, 1931, 135 pages, illustrated, \$5.00.

During five weeks spent in Russia as the guest of the government, Margaret Bourke-White was given every opportunity to photograph Russian industry and her short account of her trip given in this book is accompanied by forty beautiful full-page photographs of machines and workers. Her photographs of American industry have been featured in *Fortune Magazine*.

*Portrait of an American*, by ROBERT PETER TRISTRAM COFFIN. New York: The Macmillan Company, 1931, 182 pages, illustrated, \$2.00.

Not all the pioneers went west. One of them stayed to clear farms and build houses and run fishing fleets on the Maine coast. Life was no tame affair to William Winship; he lived all his days with gusto. He went to the Civil War and met Lincoln, he married and raised a family, and, when his wife died, married again and raised another family. He taught all his children to work and to enjoy working, and always, as his father had done, he read Shakespeare. This vigorous, self-reliant New Englander is drawn from the author's family history.

*How to Tell Your Friends from the Apes*, by WILLIAM JACOB CUPPY, pictures by JACKS. New York: Horace Liveright, 1931, 154 pages, illustrated, \$1.75.

The author of *How to Be a Hermit* here delves into the habits of animals and birds with some astonishing results. The copious notes are as delirious as the main text. It is good foolishness.

*The Divine Comedy*, by DANTE ALIGHIERI, Translated by J. B. FLETCHER. New

York: The Macmillan Company, 1931, 471 pages, illustrated, \$5.00.

Retaining the tercet of the original, the translator discards the threefold rhyme, using instead rhymed first and third lines, and an unrhymed second line. It is an admirable rendering which preserves much of the beauty and movement of the original. Illustrations are from an unfinished set of drawings by Botticelli.

*The Story of My Life*, by CLARENCE SEWARD DARROW, illustrated from photographs. New York: Charles Scribner's Sons, 1932, 457 pages, illustrated, \$3.50.

This well-known criminal lawyer, whose name is associated with the unpopular side of many famous cases, in his candid autobiography, thoroughly honest and unassuming, tells his philosophy of life and his conclusions about crime and criminals, reached after long experience in courts. The recently published biography by Harrison gave the history of the cases Darrow defended—now we learn why he espoused those causes, and realize the passion for social justice, the unfailing sympathy and tolerance that determined his course. An outstanding book, of general interest.

*The Literary Mind; Its Place in an Age of Science*, by MAX EASTMAN. New York: Charles Scribner's Sons, 1931, 343 pages, \$2.50.

Science has invaded the field of literature and in these essays a critic attributes to this invasion the incoherence of modern poetry and declares that modernists and New Humanists, alarmed by the advance of science, are taking refuge in unintelligibility and "classicism." He analyzes the dilemma of the teacher of literature and his sharp criticism spares neither writers nor critics.

*South America's Story*, by ELSIE SPICER EELLS, decorations by F. W. PEERS. New York: Robert M. McBride and Company, 1931, 366 pages, illustrated, \$4.00.

This is a comprehensive history of South America which begins with the folk and legendary lore of the country. After telling of the discoverers and pioneers from other lands, who played such an important part in the settlement of the country, the era of the new republics is described, their struggle for independence, and their present status in world affairs. Suitable for high-school readers. Index.



## BOOK NOTES

*Brown America, the Story of a New Race*, by EDWIN R. EMBREE. New York: Viking Press, 1931, 311 pages, \$2.50.

That there is no longer a black race in America, but in its place a new brown race made by the fusion during two hundred years of black, white, and yellow-brown with some Indian blood, is the author's thesis. This race is now far removed, culturally and racially, from the Africans brought by the slavers, and its progress and particularly its educational status is traced through the century. The author is executive head of the Rosenwald foundation. Bibliography: "Books By and About the Negro," pages 289-299.

*The Masquerade of Monopoly*, by FRANK ALBERT FETTER. New York: Harcourt, Brace and Company, 1931, 464 pages, illustrated, maps, diagrams, \$3.75.

"In this spiritedly relentless book, Professor Fetter exposes the failure of our courts to see through the disguise which monopoly has been wearing to hide its true nature. That disguise is the basing-point delivered-price method, followed in practically every field of industrial combination in this country. . . . Again and again the author suggests that, were it not for the courts' failure to see and end this abuse, the present anti-trust laws would be an effective curb on monopoly. He does not prove, however, that competition enforced by government interference is more desirable for society than is monopoly effectively controlled in the public interest."—*New Republic*.

*Jaampa, the Silver Fox*, by MIKKJEL FØNHUS, English text by MARION SAUNDERS, illustrated by V. G. BECKER. New York: G. P. Putnam's Sons, 1931, 244 pages, illustrated, \$2.50.

When the fox mother, getting wind of hunter and dog, took her cubs one by one to a place of safety, the little black fox had to be left behind and he was captured by the dreaded Twoleg. The graphic, swift-moving tale that follows is of his life in which he is alternately pet and coveted prey. The scene of the story, the Galgooaive mountains between Norway and Finland, is remarkably convincing. This successful rendering is adapted from the German translation of the Norwegian original by J. Sandmeier and S. Angermann.

*Jadwiga, Poland's Great Queen*, by CHARLOTTE HOFFMAN KELLOGG, with a preface

by IGNAZ JAN PADEREWSKI. New York: The Macmillan Company, 1931, 304 pages, frontispiece, \$2.50.

Accepted by the Polish historical congress because of its accurate and splendid picturization of the period and the events in the life of Jadwiga, this book is not only interesting as history but also as the love story of a great woman. Becoming resident queen of Poland upon the death of her father, King Louis of Hungary, she was forced, for state reasons, into marriage with the Lithuanian pagan Jagiello. In thus uniting Poland and Lithuania she sacrificed her personal love and happiness but gained the lasting adoration of the Polish people by whom she has been revered as a saint for over five hundred years.

*Crowded Years; Reminiscences*, by WILLIAM GIBBS MCADOO. Boston: Houghton Mifflin Company, 1931, 542 pages, illustrated, map, \$5.00.

The author ends his autobiography with his retirement from public office in 1919. He puts most of the emphasis on his work in the treasury department, to which more than half of the book is devoted, but he also describes in detail the financing and building of the Hudson River tunnel and his activities in the Democratic campaign of 1912. The last chapter is an analysis of Wilson's character. Pertinent and sometimes caustic comment on men and events enliven this strictly personal record of momentous years.

*Swiss Family Manhattan*, by CHRISTOPHER DARLINGTON MORLEY. New York: Doubleday, Doran and Company, 1932, 208 pages, \$2.00.

With no troubles beyond the vexation of an occasional misfiling of a document, Paul had a happy life among the pamphlets, files, and card indexes of the League of Nations, where he enjoyed the title of chief of the bureau of available reference. Then, following the shipwreck of a transatlantic airship, he was marooned with his good Gretchen and the boys, Fritz and Otto, on top of the framework of the Empire building. The absurdity of the ensuing situations is heightened by his matter-of-fact, first-person narrative which the author uses as a vehicle for much perspicacious comment on America's extremes and paradoxes.

*The Song of God*, by DHAN GOPAL MUKERJI, translation of the *Bhagavad-Gītā*. New

York: E. P. Dutton and Company, 1931, 166 pages, \$3.50.

A Hindu scholar's prose translation of the Indian epic, prefaced by an explanation of the symbolism. In the introduction the translator states: "I have sought to present the *Gitā* in English, not word by word, not in any arbitrary form, but with regard to its poetic significance, in the hope of conveying to the American reader those spiritual moods that its passages invoke in my countrymen."

*The Struggle for South America; Economy and Ideology*, by JOAO FREDERICO NORMANO. Boston: Houghton Mifflin Company, 1931, 294 pages, \$4.00.

A Brazilian economist considers the relations of the United States and European nations with South America in the struggle for financial and commercial leadership in the South American continent, the psychological factors involved, and the attitude of South Americans towards foreigners. One chapter is devoted to Cuba's economic situation and the domination of American capital there.

*The Sonnets of Petrarch*, by FRANCESCO PETRARCA, translated by JOSEPH AUSLANDER. New York: Longmans, Green and Company, 1931, 336 pages, portrait, \$2.50.

Ninety of Petrarch's sonnets, translated by a modern poet. They are rendered ably, but have been criticized for not following the originals with sufficient literalness. Index of first lines of both English and Italian versions.

*European Dictatorships*, CONTE CARLO SFORZA. New York: Brentano's, 1931, 257 pages, \$3.00.

An Italian liberal, formerly ambassador to France and now an exile, writes from personal acquaintance with politics and statesmen of Europe. Fascism, the form of dictatorship with which he is most familiar, is naturally given the most space, but he discusses also the cause and status of dictatorship in six other countries. The author holds fast to his faith in liberalism and democracy, but he fears the evils that dictatorship, when it passes, will leave behind.

*Geography and Stamps*, by KENT B. STILES. New York: Whittlesey House, McGraw-

Hill Book Company, Inc., 1931, 330 pages, illustrated, \$3.00.

Stamp collectors will find this reference book a guide to geography as it has been interpreted in postage stamps, for it tells stories and episodes directly concerned with early and modern geography and incidentally with history. Chapters on discovery, countries, cities, territorial changes, and geographers are illustrated with marginal reproductions of stamps. Two thirds of the book are an alphabetical descriptive list of countries, cities, and governments which have issued stamps. Forty-page detailed combined index and glossary.

*A History of Sweden*, by ANDREW ADIN STOMBERG, numerous half-tone illustrations and line drawings. New York: The Macmillan Company, 1931, 823 pages, illustrations, maps, \$8.50.

This is said to be the first history of Sweden, from earliest times to the present day, available in English. The author is professor of Scandinavian literature at the University of Minnesota. He has drawn literally upon standard works in the Swedish language. Social, economic, intellectual, literary, artistic, as well as political phases of the country's development are discussed. The last eighty-three pages deal with the period since 1907. Well indexed. The book is very heavy for its size.

*Tramps and Liners*, by THURMAN WILLIAM VAN METRE; illustrated with photographs. New York: Doubleday, Doran and Company, 1931, 324 pages, illustrations, diagrams, \$3.00.

Without any technicalities the author describes the evolution from galley to motorship, the changes in motive power, harbors, and cargo ships, and conducts the reader over the great liner *Pennsylvania*. Well illustrated with photographs. No index.

*Mourning Becomes Electra*; a trilogy, by EUGENE GLADSTONE O'NEILL. New York: Horace Liveright, 1931, 265 pages, \$2.50.

The Greek tragedy of *Electra* is retold in this grim play. The prototypes are New Englanders of Civil War days whose family history repeats, with melodramatic effect, and in terms of modern psychology, the old story of murder, lust, and retribution.

## BOOK REVIEWS

*Adolescent Education*, by FREDERICK EDWIN BOLTON. New York: The Macmillan Company, 1931, xv + 491 pages, \$3.00.

The fact that the Latin verb *docere* governs two accusatives, and hence that some one must be taught as well as something has been duly reiterated. But *educare* aims even more directly at the educand; secondary education must nourish the adolescent; the curriculum and the school environment are only means to that end.

Professor Bolton directs the reader's attention to the youths who are to be helped to grow in desirable ways. "The book is intended to be an analysis and inventory of the adolescent himself in order to find out his potentialities and his needs as determined by his unfoldment."

The volume is dedicated to the memory of G. Stanley Hall. Many of the viewpoints and terms used by Hall and his disciples reappear in this book. They have been reexamined, however, and restated in the light of the advances made by educational psychology and anthropometric science since Hall's *Adolescence* was written.

In clearness of statement and in format the volume is noteworthy. P. W. L. C.

*Your Child and His Parents*, by ALICE C. BRILL and MAY P. YOUTZ. New York: D. Appleton and Company, xii + 339 pages, \$2.00.

This volume is a treatise for the use of teachers and parents who wish to apply wise guidance to the lives of children during the formative activities of adolescence. The authors have provided a comprehensive study of all phases of the child's life and have presented a wealth of valuable material dealing with the underlying causes of the many unsatisfactory situations that arise in so many families.

The opening chapters deal with the problem of discipline. These are followed by two chapters in which the importance and the cultivation of the imagination are discussed. These in turn are followed by discussions of play life, fear, and habit formation. A significant chapter on sex education is full of valuable suggestions for the guidance of parents and teachers in dealing with this vital phase of the child's development.

The book is well documented with extensive bibliographies and should be useful and stimulating to both teachers and parents. The child's problems, emotional and intellectual, are studied from the point of view of the psychiatrist, who seeks underlying causes. A. D. W.

*Creative Moments in Education. A Documentary Interpretation of the History of Education*, by JOSEPH K. HART. New York: Henry Holt and Company, 1931, xvi + 471 pages.

The progress of education—if there be progress—is the result of age-long experience interspersed with occasional experimentation and adventure. It is the product of the efforts of ten thousand human generations.

Man first adventured into the education of youth as a potent means of social control, an assurance of stability through indoctrination. There have been periods of gradual accretion—refinements of methods and additions of educational functions; there have been periods of stagnation when mere traditions controlled the training of youths—whatever was, was right; but there have been a few great moments of creation when attempts at mastery have replaced contentment in drift.

This volume consists of fourteen parts: (1) What Education Began With; (2) The First Creative Moment in Education (Athens, fifth century B.C.); (3) Foundations Made Without Hands (the informal education of early Rome); (4) *Ex Oriente Lux* (Israel); (5) The Universal Empire; (6) A New Creative Movement (Christianity in the Roman Empire); (7) The Making of Mediaevalism ("Christianity" takes over the world and the governments thereof and thus orders the chaotic elements into a civilization); (8) Cross Fertilization and New Growth; (9) Light Before Dawn; (10) The Emergence of the Modern World; (11) Some Partisan Contrasts in Modern Education (the old disciplines versus life as education); (12) Disorganization in the Modern World; (13) Conflicting Aims in Modern Education; and (14) Extra-curricular Factors in Modern Education.

The broad culture and keen insight of Dr. Hart has made possible a discriminating continuum of human thought and human endeavor to examine life and to improve it through controlling the education of youths. In reading the volume, the reflective reader participates vicariously in this greatest of all human dramas. P. W. L. C.

*A Student's Work Book in American Democracy*, by VERL A. TEETER. New York: McGraw-Hill Book Company, Inc., 160 pages, \$.90.

This work book was compiled with the view of helping the student lay a broad and deep foun-



dation for intelligent and efficient citizenship. It is divided into three parts; Government, Economics, and Social Problems. It offers a semester or year's course for advanced high-school students.

Each unit of work is accompanied by a very complete and up-to-date bibliography, compiled from general texts and books on specific subjects, as well as comprehensive lists of significant questions for class discussion. The questions for class discussion are well planned to direct student inquiry towards local situations and to stimulate discriminating interest in current events. The written exercises are provocative, incisive, and thoroughly informative and should lead to excellent results.

This book should be a valuable guide to all social-science instructors. It is a citizenship tool which should be in the hands of every high-school student studying problems of American democracy, and should be very usable as a collateral guide for courses in American history, civics, economics, and government.

E. LARSON

*The Elements of Classroom Supervision*, by MILO B. HILLIGAS. Chicago: Laidlaw Brothers, 1931, 219 pages, \$1.76.

Professor Hilligas has for many years advocated forms of coöperative supervision which are only now beginning to find adequate expression in books and articles. It has been his clear thesis that the school could not take over the supervisory practices of industry because the school is in its nature fundamentally different from industry.

Hilligas's positive program includes the vesting of all authority and responsibility for the educational practices in each school in its principal; the extension of the conception of staff officer to all general and special supervisors, *i.e.*, authority and responsibility are limited to functions rather than to persons. In this volume he explains the desirable and approvable procedures in visiting classrooms, observing and evaluating conditions and the activities of pupils and teachers, and the uses of supervisory conferences. Throughout he implies the desirability of respecting the personality of each teacher and of giving careful consideration to the policy of the school in which he teaches, since school policy controls to so great a degree the teacher's attitudes.

P. W. L. C.

*Cultural Educations and Common Sense*, by DAVID SNEDDEN. New York: The Mac-

millan Company, 1931 lx+320 pages, \$2.00.

The subtitle of this volume is "A Study of Some Sociological Foundations of Educations Designed to Refine, Increase, and Render More Functional the Personal Cultures of Men." One might almost imagine himself reading a Puritan tract of seventeenth-century Massachusetts. There is *naïveté* in Dr. Snedden's introduction of the unusual plural form of educations in order to drive in the wedge of distinctions which he intends to make in the text.

Snedden finds a meaning for cultures that is somewhat different from both that of the sociologists, to whom it means the social inheritance, and that of Emerson and C. W. Eliot, to whom it meant individual attributes. He analyzes and evaluates the advancing cultures of America; he asks interminable and irritating questions which compel us to reëxamine our own shallow conceptions of the cultural function. But we shall not ask this lovable gadfly to drink the hemlock. Instead, we shall wish that Dr. Snedden would write with more continuity of constructive program. The present volume is far too valuable to be set aside as it is bound to be. It is too disjointed, too full of inquiry, too empty of continuous movement from postulate to conclusion. Nevertheless, any one who believes he has an answer to the riddle of American education of the next decade should read this volume and get healthy shocks as he discovers how many significant questions there are for which he has no answers, and how many aspects of American cultures there are which he has neglected.

P. W. L. C.

*The Story of Man's Early Progress*, by WILLIS MASON WEST. New York: Allyn and Bacon, 1931, xviii + 655 + 48 pages.

A comprehensive, profusely illustrated, and well-planned presentation of the history of mankind from its beginning until the French Revolution. It is divided into seven parts as follows: (1) Early Bronze Civilizations; (2) The Greeks; (3) Rome; (4) The Roman Empire; (5) Romano-Teutonic Europe; (6) From the Crusades to the Reformation; and (7) From Columbus to the French Revolution.

Emphasis is placed on the home life, the early work, and the ways of thinking of the peoples of successive periods. Full treatment is given to progress in science and invention, especially to the steps by which man has been taken from drudgery and given access to better conditions of

## BOOK REVIEWS

living. The author has to a great extent realized his aim to make the past live again in the mind of youth to present history as the common and as yet unfinished adventure of mankind.

A. D. W.

*The Educational Work of Thomas Jefferson*, by ROY J. HONEYWELL. Cambridge: Harvard University Press, 1931, xiv + 295 pages, \$3.00.

Almost paradoxical it was for Thomas Jefferson to be the leader and sponsor of education as a *function of government*, to introduce a bill consonant with the conception into the legislature of feudalistic Virginia, and to challenge the landed gentry who in other matters favored government control but who thought of education as a matter for private initiative. Almost but not quite paradoxical. For Jefferson believed so intensively that the people were capable of self-government and would act wisely *if they understood* that it seemed to him to follow directly that a democratic government's obvious instrument of self-preservation was universal elementary education followed by the free further opportunities for gifted youths.

In the volume under review, the author reviews both the provisions in Jefferson's plans for a system of public education—elementary, secondary, and higher (chapters II-V) and the sources on which he drew for ideas (chapter XI). The major part of the book is given to the University of Virginia which is so properly associated with Jefferson's name—its planning and building, its faculty, its curriculum, its government, and its principles and ideals. There are very interesting appendices, consisting of original documents which give an insight into Jefferson's mental processes and emotional states that are somewhat slurred over in the author's chapters. Appendix P, for example, is a letter from Jefferson to a professor of history setting forth both his preference regarding the books to be read and his conception of history as an instrument for forming civic attitudes.

As a work of scholarship this volume has the defects of its merits. It presents an authentic and documented picture of a very great man, for it makes little effort to judge him, to evaluate him, or to interpret him. Only in the first paragraph of the introduction and in the last paragraph of chapter XI, does the reader get any idea that Professor Honeywell has any affection for or joy in Jefferson apart from his research about him.

P. W. L. C.

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MODERN HISTORY by Carl Becker. We can only agree with reviewers, historians, and teachers. "This book is unique." Felix Frankfurter, Byrne Professor of Administrative Law, Harvard University, says, "I deeply envy a generation brought up on Carl Becker's MODERN HISTORY."

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THE CLIMAX SERIES edited by R. V. D. Magoffin. LATIN-FIRST YEAR (Magoffin and Henry), LATIN-SECOND YEAR (Berry and Lee), and LATIN-FOURTH YEAR (Burton and Gummere) are widely used. These books bring the rewards of Latin study in junior and senior high schools to a new level.

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*In Defense of Tomorrow*, by ROBERT DOUGLAS BOWDEN. New York: The Macmillan Company, 1931, 210 pages, \$2.00.

Professor Bowden is head of the department of social sciences at Youngstown College, Youngstown, Ohio. His book was awarded the John G. Agar Prize for the best book on the Soul of America in a contest sponsored by the National Arts Club. It holds for the reader the possibility of deriving considerable comfort from an optimistic interpretation and defense of the machine age. Successive chapters deal with religion and culture, politics and government, education, art and literature, and social integration. In each field Professor Bowden's interpretation of conditions leads him to look with hopefulness to the future.

In the concluding chapter on social integration, one finds the following summary of the viewpoint, "What some have taken for regimentation is . . . integration of forces to prevent stagnation; what some have called burdens are . . . counterweights in the process of lightening burdens; what some see as spiritual corrosion is . . . spiritual reintegration around a new set of values. . . ."

The author's thesis is supported by extensive quotations and he takes due note of the black marks against our social order but he sees a large measure of order and sequence in the advance of American civilization. If the present reader finds it a bit difficult, in view of current conditions and events, to agree with the author in his hopeful attitude, doubtless many others will welcome a refreshing optimism based on such a scholarly study of events. A. D. W.

*Guidance at Work*, by MILO H. STUART and DEWITT S. MORGAN. New York: McGraw-Hill Book Company, Inc., 1931, viii + 104 pages, \$1.25.

The volume under review describes the plan of organization and integration of the various guidance agencies of the Arsenal Technical Schools of Indianapolis, Indiana. Chapters deal with the homeroom sponsor, the counseling organization for beginners, the courses in vocational information, tryout courses in industrial processes, checking up failing pupils, classification of pupils, research and personal records, attendance and employment, curricular elections, special opportunities for exceptional pupils, and analyses of occupational interests and purposes of senior and employment aids. An excellent diagram of the "All School Plan of Guidance" and facsimiles of



## BOOK REVIEWS

the cards and forms used in the school help to make the expositions understandable.

So much of progress in education is the result of discriminating adaptations of programs in successful use in other schools that the guidance movement is advanced far more by such a book as the one here reviewed than from many scholarly researchers and authoritative pronouncements by those naively called "authorities." P. W. L. C.

*Check List Materials for Public School Building Specifications*, by LEE BYRNE. New York: Bureau of Publications, Teachers College, Columbia University, 1931, 195 pages, \$2.25.

Much has been written and spoken regarding the proper spheres of school teachers and administrators in the planning of school or in scrutinizing architects' specifications and blue prints. Less progress has been made than might be desired, not because of unwillingness to give and receive suggestions, but because of a lack of acquaintance with materials and possibilities and the lack of any organized listing by which teachers and administrators might be guided.

The publication of Dr. Byrne's dissertation makes available an instrument that may be used by school administrators in criticizing and suggesting improvements in proposed sets of specifications for new buildings, and by specification writers in the offices of school architects. It provides also a framework for similar investigations either of the same kind or in other fields of the mechanical trades as applied to school buildings. Finally, it explains how the check list may be of optimal use for each purpose. P. W. L. C.

*Ourselves and the World*, by FREDERICK E. LUMLEY and BOYD H. BODE. New York: McGraw-Hill Book Company, Inc., 1931, 584 pages.

Many of us have become skeptical of new social-science books, having opened so many and found them ordinary. May we guarantee, however, that "The Story of the Making of an American Citizen" will elicit a "This is different" before you finish the first chapter?

"Each after its own kind—that is the way things are. Crabs *never* produce strawberries; cabbages *never* produce elephants; chickens *never* produce pine trees or onions." Such concrete and unusual illustrations as this (which is taken from the section on heredity) are characteristic of a style which has the tone of a clever conversationalist with such large experience and wide

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power of expression that he dares to be simple or complex as he feels the situation.

Disraeli, Shakespeare, Artemus Ward—the range of story and quotation contribution is wide. The fact that about one sixth of the footnotes indicate references to articles in *Harpers Magazine* and *The Atlantic Monthly* is perhaps a further indication of interesting content. It is not to be supposed, however, that chapters are without specific information. There is sufficient of that. In fact, at times, especially in the sections on institutions, such information interferes for the general reader—and there may well be many such—with the intriguing ease of the greater part of the book. But perhaps as textbook reading it is desirable. At the end of the book there are questions, problems, and references for each chapter.

Although the topics seem comprehensively satisfactory for a secondary text of a general social-science nature—developing from a consideration of the habits and growth of the individual candidate for citizenship through those various institutions which bind and liberate him, to an analysis of government and its democratic tendencies—yet its adoption will probably be slowed because administrators will be faced with the question of what course does it fit—not exactly economics, nor sociology, or even civics, but better a combination of all of them. The book seems, oddly but commendably, to have been written not to fit courses but to stimulate their formulation.

The clever pen sketches of Guy Brown Wiser add to the attractiveness of a book with which all social-science teachers should be familiar and which it may be hoped many secondary students will have the opportunity of enjoying.

HELEN HALTER

*Social Problems*, by EZRA T. TOWNE. New York: The Macmillan Company, 1931, xxiii + 489 pages, \$1.68.

In this revised edition of a work which first appeared in 1916, Professor Towne brings up-to-date a comprehensive analysis of the outstanding problems of the American social order. Though the author's attention is centered on the evils, or weaknesses, of our social system, yet the spirit is one of optimism based on knowledge of achievement, and of inspiration to greater future efforts.

Among the problems studied are those of immigration, child labor, unemployment, women in industry, crime and punishment, marriage and divorce, liquor, and the conservation of natural resources. The treatment makes the book especially useful for beginners in the field of social studies.

## BOOK REVIEWS

Pure theory is subordinated to a presentation of facts and an analysis of conditions. The bibliographies are extensive and each chapter is followed by a set of supplementary questions to serve as a guide to study.

A. D. W.

*Educational Views of Benjamin Franklin*, edited by THOMAS WOODY. New York: McGraw-Hill Book Company, Inc., 1931, xvi + 253 pages.

Students of secondary education are accustomed to recognize Benjamin Franklin, "the first civilized American," as a true prophet of changes, the spirit of which characterizes the present trends of progressive secondary schools. In pre-Revolutionary Philadelphia he was the heart and center of enlightenment and a spirit of adventurous inquiry. Here he published his plan for education which led to the founding of an academy and later a college. Here, after Independence had been achieved, the American Philosophical Society attacked the problems of an emerging democratic society, some of the members actually setting up the ideal of universal educational opportunities, including university training. Truly a creative group in the midst of a cautious and conservative post-Revolutionary world.

In this volume are included Franklin's projects for methods and agencies of self-education: for a Mutual Improvement Club and for the promotion of useful knowledge "among the British Plantations in America," and his plans and advice to all and several; his suggestions for practical education; the Temple of Learning; the English School; the education of girls; his amusing "Petition of the Left Hand" for ambidextrous training; and in Chapter IV, his proposals for a "Public Academy, in the City of Philadelphia." Most interesting to all activists in secondary education is his attack on the trustees for their neglect of the "English" school, which embodied his chief and peculiar proposals for education.

The English school earlier proposed by Franklin was to be a purely vernacular institution. In competition with the Latin school, within the Academy, it soon began to decline. The trustees hastened or abetted this decline, Franklin points out, by discriminating in favor of the Latin teachers and pupils in ranks, in salaries, in books, in pupil loads, and in teaching loads. Poor Franklin, with all his wordly wisdom, had not realized that trustees would be dazzled by the high esteem in which the classics were conventionally held and would not be able to appreciate the meaning of such phrases as "the elegance of the English

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language" or the importance of practical education. As Spencer later noted, "decoration precedes dress."

And so the bright beginnings of a great "creative movement" found its gray endings. But the impulses which Franklin caused soon found expression elsewhere. The realistic subjects in other academies, the Boston English High School, the inclusion of science and mathematics and drawing in the secondary curriculum were due in part at least to Franklin's leadership. Indeed, Jefferson's University of Virginia, New York University, and the State universities which arose in the Middle and Far West were expressions of the same philosophies and hopes as those of Franklin. Like Franklin, the sponsors for the values of "English education"—one free from artificialities and snobberies—have seen their advance movements checked and distorted, again and again, and the apologists for the *chapeau bras* triumph. The acclaim given so recently to Flexner's *Universities* indicates how great a place traditional ideals still hold even among otherwise enlightened people.

P. W. L. C.

**BOOKS RECEIVED**

*Special Education, the Handicapped and the Gifted*, White-House Conference, New York: The Century Company.

*Vocabulary-Building and Practical English Course*, Part I, by JOHN C. GILMARTIN. New York: Prentice-Hall, Inc.

*Your Child and His Parents*, by ALICE C. BRILL and MAY P. YOUTZ. New York: D. Appleton and Company.

*Pupil Guidance Manual for Counselors and Home-Room Teachers and Standard Usage in Written Work and Handbook in English*, by the Dallas Public Schools, Dallas, Texas.

*The Wholesome Personality*, by WILLIAM H. BRUNHAM. New York: D. Appleton and Company.

*How to Supervise*, by GEORGE C. KYTE. Boston: Houghton Mifflin Company.

*Washington and the Constitution*, by JOHN ALMACK; *Washington—Statesman and Leader*, by HOWARD E. WILSON, FLORENCE H. WILSON, and ROY A. PRICE; *Washington and the American Revolution*, by THOMAS ALEXANDER, NELLE HOLMES, and EUGENE FAIR, Richmond, Va.: Johnson Publishing Company.

*Secondary Education in the United States*, by WILLIAM A. SMITH. New York: The Macmillan Company.

*Social Problems*, by EZRA T. TOWNE. New York: The Macmillan Company.

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